

KIPP Sol Academy Renewal Charter Petition

For the term July 1, 2025 – June 30, 2030

Submitted to The Los Angeles Unified School District

October 17, 2024

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Assurances, Affirmations, and Declarations

KIPP Sol Academy (also referred to herein as “KIPP Sol” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a

copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option

election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information Table

| <u>GENERAL INFORMATION</u> | |
|---|---|
| <ul style="list-style-type: none"> The name and title of the contact person for the Charter School is: | Karla Davalos School Leader |
| <ul style="list-style-type: none"> The contact address for the Charter School is: | 4800 E. Cesar E. Chavez Avenue Los Angeles, CA 90022 |
| <ul style="list-style-type: none"> The contact phone number for the Charter School is: | 323-800-5220 |
| <ul style="list-style-type: none"> The current address of the Charter School is: | 4800 E. Cesar E. Chavez Avenue Los Angeles, CA 90022 |
| <ul style="list-style-type: none"> This location is in the LAUSD Board District: | 2 |
| <ul style="list-style-type: none"> This location is in the LAUSD Region: | East |
| <ul style="list-style-type: none"> The grade configuration of the Charter School is: | 5th–8th Grade |
| <ul style="list-style-type: none"> The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be: | 485 |

| | |
|--|--|
| <ul style="list-style-type: none"> The grade level(s) of the students in the first year will be: | 5th–8th Grade |
| <ul style="list-style-type: none"> The Charter school’s scheduled first day of instruction in 2025-2026: | August 14, 2025 |
| <ul style="list-style-type: none"> The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) | 485 |
| <ul style="list-style-type: none"> The type of instructional calendar (e.g., traditional/year round, single track/multi-track, extended day/year) will be: | Traditional |
| <ul style="list-style-type: none"> The regular bell schedule (e.g., daily hours) for the Charter School will be: | Monday 8:00 a.m. to 1:00 p.m Tuesday through Friday from 8:00 am to 3:30 pm |
| <ul style="list-style-type: none"> The term of this Charter for Middle and High performing schools: | July 1, 2025–June 30, 2030 |

Community Need For a Charter School

The Los Angeles Unified School District (“LAUSD” or “District”) should renew KIPP Sol Academy’s (“Sol” or “Charter School”) charter for a five-year term.

On March 12, 2024, the California Department of Education (“CDE”) categorized Sol as a middle-performing charter school in its annual publication of charter school performance categories. The CDE reached this conclusion on the basis of the law and our school’s performance on the California School Dashboard (“Dashboard”) in 2022 and 2023.

Education Code Section 47607.2(b) puts forward two criteria for renewing middle-performing charter schools for five years. Under the first criteria, LAUSD must consider the charter school’s “schoolwide performance and performance of all [numerically significant student groups]” on the Dashboard’s state and local indicators. In doing so, LAUSD must give greater weight to the Dashboard’s measurements of academic performance. For our school, these measurements of academic performance include the Dashboard’s indicators for English Language Arts (“ELA”), math, and English Learner Progress (commonly referred to as “ELPI”).

The Education Code’s second criterion requires LAUSD to consider, if provided by the Charter School, “clear and convincing evidence” that the Charter School “achieved measurable increases in academic achievement.” In practice, that means LAUSD must consider verified data submitted by the Charter

School demonstrating at least one year’s progress. Sources of verified data must come from the list of the assessments approved by California’s State Board of Education (“SBE”). This list includes the i-Ready reading and math assessments used at Sol.

After applying these criteria, LAUSD may only deny renewal of a middle-performing charter school if it substantiates its decision in written findings. These findings must establish that the charter school “failed to meet or make sufficient progress toward meeting standards that provide a benefit to [students]. Additionally, the written findings must show that closure is “in the best interest of [students].” In making these determinations, the District must give greater weight to measures of academic performance.

Based on the Education Code’s criteria, it is clear that LAUSD should renew Sol’s charter for a five-year term. Our school has benefited students in measurable and immeasurable ways. Some particularly compelling successes include:

- Sol was recognized as a California Distinguished School in 2021
- Sol reduced suspensions to zero in 2018–2019 and 2021–2022
- Our school posted lower suspension rates than California in every Dashboard-reporting year of the charter term
- Sol recorded lower suspension rates than LAUSD throughout its charter term
- In 2017–2018 and 2018–2019, Sol had lower chronic absenteeism than California, LAUSD, the East Los Angeles Community of Schools’ median, and every one of the district-assigned schools that most of our students would otherwise attend
- Sol topped California on the English Learner Progress Indicator in 2021–2022 and 2022–2023
- Sol outpaced LAUSD on the English Learner Progress Indicator in 2021–2022 and 2022–2023
- Sol’s ELPI was higher than the East Los Angeles Community of Schools’ median in 2021–2022 and 2022–2023
- From 2017–2018 to 2018–2019, our schoolwide math results were higher than the state’s math results
- In math, our Latinx and socioeconomically disadvantaged students outperformed their statewide and LAUSD peers in every year of our charter term for which data is available

- In math, our Students With Disabilities outperformed their statewide peers in 2017–2018, 2018–2019, and 2021–2022
- Our English Learners outperformed their statewide peers in math in 2017–2018 and 2018–2019
- Our school beat LAUSD’s math average in 2017–2018, 2018–2019, and 2021–2022
- Our Students With Disabilities and English Learners outperformed their LAUSD peers in math in 2017–2018, 2018–2019, and 2021–2022
- Sol exceeded the median math performance of other schools serving similar grades in the East Los Angeles Community of Schools in 2017–2018, 2018–2019, and 2021–2022
- Sol’s math results consistently surpassed the district-assigned schools that most of our students would otherwise attend
- Our schoolwide ELA performance surpassed the statewide average in 2017–2018, 2018–2019, and 2021–2022
- In ELA, our Latinx students, Students With Disabilities, and socioeconomically disadvantaged students outperformed their statewide and LAUSD peers throughout the charter term
- Our English Learners outpaced their statewide peers in ELA in 2017–2018, 2018–2019, and 2021–2022
- Our schoolwide performance in ELA exceeded LAUSD’s performance in every Dashboard-reporting year of our charter term
- Our English Learners surpassed their LAUSD peers in ELA in 2021–2022 and 2022–2023
- In every Dashboard-reporting year of the charter term, Sol exceeded the median ELA performance of other schools serving similar grades in the East Los Angeles Community of Schools
- By nearly every comparison, Sol held a wide lead in ELA performance over the district-assigned schools that most of our students would otherwise attend
- i-Ready results from 2023–2024 demonstrated that our school and the majority of its student groups made one year of progress in reading

We elaborate on these accomplishments and others in the subsections below. The subsections analyze each Dashboard indicator: suspension rates, chronic absenteeism, the English Learner Progress

Indicator, math, and English Language Arts. In each of these subsections, we compare the performance of Sol and its student groups to the state, LAUSD, public schools serving similar grade levels, and the district-assigned schools that most of our students would otherwise attend. We finish by analyzing Sol's verified data results, highlighting areas of success, and addressing areas of challenge.

The upshot of our analysis is that the community of East Los Angeles needs Sol. It would be an incredible disservice to close our school. It is in the best interest of our students, families, and the community to renew Sol's charter for a five-year term.

Suspension Rates

LAUSD is a well-established leader in keeping suspension rates low. It was the first school district in California to ban suspensions for disruptive behavior and willful defiance. The UCLA Civil Rights Project and the National Center for Youth Law recently reported that LAUSD students lost 0.7 days of instruction per 100 students due to out-of-school suspensions. By way of comparison, in 2021–2022, students in 11 of the 20 largest school districts in California lost 10 or more days of instruction per 100 students due to out-of-school suspensions.¹

Sol is proud to report that it has been able to demonstrate similarly impressive leadership in reducing and eliminating suspensions. The tables below compare our school's suspension rates to the state, LAUSD, the East Los Angeles Community of Schools, and the district-assigned schools that our students would otherwise attend.

Here are the highlights that our school would like to draw attention to:

- In 2018–2019 and 2021–2022, Sol eliminated suspensions
- Sol has posted lower suspension rates than California in every year of its charter term
- Throughout our charter term, our school reported lower suspension rates than LAUSD
- Sol has consistently reported lower suspension rates than the district-assigned schools that most of our students would otherwise attend

In the tables below, we take a closer look at Sol's suspension rates:

Suspension Rates: Comparing Sol to California

¹ Ramon T. Flores and Daniel J. Losen, *Lost Instruction Time in California Schools: The Disparate Harm From Post-Pandemic Punitive Suspensions*, National Center for Youth Law (October 2023), https://youthlaw.org/sites/default/files/attachments/2023-10/Lost_Instruction_Time_CA_Schools_October_2023.pdf (accessed on October 10, 2024).

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|------------|----------------|----------------|-------|-------|------------------|----------------|
| Sol | 0.2% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0.2% Blue |
| California | 3.5% Yellow | 3.4% Yellow | – | – | 3.1% Medium | 3.5% Orange |

In every year of its charter term, Sol has posted lower suspension rates than California. Going back to 2017–2018, the statewide suspension rate has hovered between 3.1% and 3.5%. Over that time period, Sol’s suspension rate has not been higher than 0.2%. And, in 2018–2019 and 2021–2022, Sol reported suspension rates of 0%.

Suspension Rates: Comparing Sol to LAUSD

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|-------|--------------|--------------|-------|-------|------------------|--------------|
| Sol | 0.2% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0.2% Blue |
| LAUSD | 0.5% Blue | 0.4% Blue | – | – | 0.3% Very Low | 0.4% Blue |

Sol has also posted lower suspension rates than LAUSD. That is a remarkable accomplishment, given LAUSD’s leadership among California’s large school districts in low suspension rates. As the table above shows, going back to 2017–2018, LAUSD has consistently posted suspension rates of 0.5% or lower. In 2017–2018, Sol was not far behind, with a suspension rate of 0.2%. By 2018–2019 and 2021–2022, however, Sol cut its suspension rates down to 0%, which was even lower than LAUSD’s admirable suspension rates of 0.4% and 0.3%. In 2022–2023, Sol once again posted a lower suspension rate than LAUSD, with just 0.2% of students suspended, compared to the District’s 0.4%.

The table below takes a narrower view of LAUSD’s suspension rates by zooming into its East Los Angeles Community of Schools (“CoS”). The table includes the 20 public schools in the East Los Angeles CoS that serve one or more of the same grade levels as Sol. Similar to LAUSD, the East Los Angeles CoS has consistently posted low suspension rates since 2017–2018.

Suspension Rates: Comparing Sol to the East Los Angeles Community of Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|----------------------|--------------|--------------|-------|-------|------------------|--------------|
| Sol (5–8) | 0.2% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0.2% Blue |
| Anton Elem. (K–6) | 0.0% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |

| | | | | | | |
|--------------------------------|-------------|-------------|---|---|---------------|-------------|
| Belvedere Middle (6–8) | 0.9% Green | 0.0% Blue | – | – | 0.1% Very Low | 0% Blue |
| Belvedere Elem. (K–5) | 0.1% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |
| Marianna Ave. Elem. (K–6) | 0.3% Green | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |
| Hamasaki Elem. (K–5) | 0.2% Blue | 0.4% Blue | – | – | 0.0% Very Low | 0% Blue |
| Brooklyn Ave. (K–8) | 0.2% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |
| Lane Elem. (K–6) | 0.2% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |
| Rowan Ave. Elem. (K–5) | 0.0% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |
| Humphreys Ave. (K–5) | 0.0% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |
| Griffith M.S. STEAM Mag. (6–8) | 0.3% Green | 0.1% Blue | – | – | 0.0% Very Low | 0% Blue |
| Fourth St. Elem. (2–5) | 0.2% Blue | 0.2% Blue | – | – | 0.0% Very Low | 0% Blue |
| Ford Blvd. Elem. (K–5) | 0.0% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |
| Eastman Ave. Elem. (K–5) | 0.0% Blue | 0.1% Blue | – | – | 0.0% Very Low | 0% Blue |
| Alliance CRMA No. 8 (6–8) | 1.3% Yellow | 3.5% Orange | – | – | 1.4% Low | 2.1% Orange |
| Animo Ellen Ochoa (6–8) | 6.0% Orange | 6.6% Orange | – | – | 0.0% Very Low | 0% Blue |
| Arts in Action CC | 0.8% Green | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |

| | | | | | | |
|----------------------------|---------------|----------------|---|---|-------------|----------------|
| (K–5) | | | | | | |
| Arts in Action CMS (6–8) | 2.1% Green | 2.5% Orange | – | – | 0.8% Low | 4.5% Orange |
| Extera PS No. 2 (K–5) | 0.4% Blue | 0.2% Blue | – | – | 0.7% Low | 1.8% Orange |
| KIPP Acad. of Innov. (5–8) | 1.7% Green | 0.6% Green | – | – | 0.8% Low | 0% Blue |
| Median | 0.2% | 0% | – | – | 0% | 0% |

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), <https://achieve.lausd.net/site/default.aspx?PageType=3&ModuleInstanceId=22580&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=117095&PageID=8654&Comments=true> (accessed on June 10, 2024); Charter Schools Directory 2023–2024, <https://achieve.lausd.net/Page/1827> (accessed on June 10, 2024).

Sol is pleased to say that it has joined other public schools in the East Los Angeles CoS in eliminating or nearly eliminating suspensions. In 2017–2018 and 2018–2019, our school reported suspension rates that matched the very low median posted by the CoS. Again in 2021–2022 and 2022–2023, our school joined the majority of other public schools in the East Los Angeles CoS in reporting suspension rates between 0% and 1%. Our low suspension rates in these years resulted in a status of “Very Low” in suspension rates in 2021–2022. And, in 2022–2023, our 0.2% suspension rate earned a Dashboard color of Blue.

The table below compares Sol's suspension rates to the district-assigned schools that most of our students would otherwise attend: Griffith STEAM Magnet Middle School, Belvedere Middle School, Brooklyn Avenue School, Robert Louis Stevenson College & Career Preparatory, and Hollenbeck Middle School. Like other public schools across LAUSD and the East Los Angeles CoS, these schools have consistently posted low suspension rates relative to the statewide average.

Suspension Rates: Comparing Sol to Students’ District-Assigned Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|--------------------------------|---------------|--------------|-------|-------|------------------|--------------|
| Sol (5–8) | 0.2% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0.2% Blue |
| Griffith M.S. STEAM Mag. (6–8) | 0.3% Green | 0.1% Blue | – | – | 0.0% Very Low | 0% Blue |
| Belvedere Middle (6–8) | 0.9% Green | 0.0% Blue | – | – | 0.1% Very Low | 0% Blue |
| Robert Louis | 0.8% | 0.8% | – | – | 0.1% | 0% |

| | | | | | | |
|--------------------------------------|--------------|--------------|---|---|------------------|---------------|
| Stevenson College & Career Prep(6–8) | Green | Green | | | Very Low | Blue |
| Brooklyn Ave. (K–8) | 0.2% Blue | 0.0% Blue | – | – | 0.0% Very Low | 0% Blue |
| Hollenbeck Middle (6–8) | 0.1% Blue | 0.1% Blue | – | – | 0.2% Very Low | 0.5% Green |

But, going back to 2017–2018, Sol has consistently posted lower suspension rates than the district-assigned schools that most of our students would otherwise attend. In 2017–2018, Sol’s suspension rate of 0.2% was lower than Griffith STEAM Magnet Middle School (0.3%), Belvedere Middle School (0.9%), and Robert Louis Stevenson College & Career Prep (0.8%). In 2018–2019 and 2021–2022, Sol reported back-to-back 0% suspension rates, placing our school among lowest suspension rates of the district-assigned schools that most of our students would otherwise attend. And in 2022–2023, despite posting a slightly higher suspension rate of 0.2%, Sol still earned a Dashboard color of “Blue,” which was in line with other district-assigned schools that most of our students would otherwise attend.

Chronic Absenteeism

The California Education Code holds that a student is chronically absent after missing “10 percent or more of the schooldays in the school year.”² Research shows that chronic absenteeism contributes to lower scores on standardized tests in reading and math.³ Chronic absenteeism is also predictive of academic performance in high school and, by extension, readiness for college.⁴

Chronic absenteeism exploded after the Covid-19 pandemic. In 2018–2019, the year before the pandemic started, chronic absenteeism was 15% in the United States, 10.1% in California, and 18.2% in LAUSD. By 2021–2022, the year students fully returned to in-person instruction, chronic absenteeism was 28% in the United States, 30.0% in California, and 39.8% in LAUSD.

This troubling trend has been particularly acute in the country’s poorest school districts. Prior to the pandemic, the country’s poorest school districts had a chronic absenteeism rate of 19%. By 2022–2023, more than a year after returning to in-person instruction, chronic absenteeism in the poorest school districts reached 32%.

² California Education Code Section 60901(c)(1).

³ Alan Ginsburg, Phyllis Jordan, and Hedy Chang, *Absences Add Up: How School Attendance Influences Student Success*, Attendance Works, 3–4 (2014), https://www.attendanceworks.org/wp-content/uploads/2017/05/Absences-Add-Up_September-3rd-2014.pdf.

⁴ *5 Key Findings for Middle Grades from Looking Forward to High School and College*, University of Chicago Consortium on Chicago School Research, 1–2 (2014), <https://www.attendanceworks.org/wp-content/uploads/2017/09/5-Key-Findings-MG-Final.pdf>.

The *New York Times* summed up the crisis this way:

*... student absenteeism is a leading factor hindering the nation's recovery from pandemic learning losses . . . Students can't learn if they aren't in school. And a rotating cast of absent classmates can negatively affect the achievement of even students who do show up, because teachers must slow down and adjust their approach to keep everyone on track.*⁵

At the beginning of our charter term, our school consistently had lower rates of chronic absenteeism than the state. Unfortunately, following the pandemic, our school's chronic absenteeism rose sharply. In the last few years, our school has trailed slightly behind California.

The table below compares the chronic absenteeism rates of Sol and California:

Chronic Absenteeism: Comparing Sol to California

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|------------|----------------|-----------------|-------|-------|--------------------|-----------------|
| Sol | 4.2% Green | 3.4% Green | – | – | 37.9% Very High | 29.7% Yellow |
| California | 9.0% Yellow | 10.1% Orange | – | – | 30.0% Very High | 24.3% Yellow |

For half of our charter term, Sol had a lower chronic absenteeism rate than the state. In 2017–2018, our chronic absenteeism stood at 4.2%, about five percentage points lower than the statewide average. The following year, our school cut down chronic absenteeism to 3.4%, which was nearly seven percentage points lower than the state. However, like many other public schools across California and the country, our school's chronic absenteeism dramatically increased after the pandemic. When our students returned to in-person learning in 2021–2022, chronic absenteeism rose to 37.9%, about eight percentage points higher than the state. Then, in 2022–2023, our school's chronic absenteeism decreased to 29.7%, but was still about five percentage points higher than the statewide rate.

The story is a bit different in the table below, where we compare chronic absenteeism rates at Sol and LAUSD:

Chronic Absenteeism: Comparing Sol to LAUSD

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|--|-------|-------|-------|-------|-------|-------|
|--|-------|-------|-------|-------|-------|-------|

⁵ Sarah Mervosh and Francesca Paris, "Why School Absences Have 'Exploded' Almost Everywhere," *N.Y. Times*, Mar. 29, 2024, <https://www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html>, citing Michael A. Gottfried, *Chronic Absenteeism in the Classroom Context: Effects on Achievement*, 54 *Urban Education* 1 (2015), available at https://attendanceworks.org/wp-content/uploads/2017/09/AW-gottfried_chronic_peers-2.pdf.

| | | | | | | |
|-------|-----------------|---------------|---|---|--------------------|-----------------|
| Sol | 4.2% Green | 3.4% Green | – | – | 37.9% Very High | 29.7% Yellow |
| LAUSD | 10.3% Orange | 18.2% Red | – | – | 39.8% Very High | 31% Yellow |

We see Sol’s chronic absenteeism rates were lower than LAUSD across the charter term. In 2017–2018, our chronic absenteeism rate was 4.2%, approximately six percentage points lower than LAUSD. The next year, Sol further decreased chronic absenteeism to 3.4%, which was nearly 15 percentage points lower than LAUSD. Unfortunately, in the aftermath of the pandemic, chronic absenteeism surged upward. By 2021–2022, Sol’s chronic absenteeism was at 37.9%, while LAUSD’s chronic absenteeism was close behind at 39.8%. In the subsequent year, Sol’s chronic absenteeism decreased to 29.7%, while LAUSD’s chronic absenteeism decreased to 31%.

The table below compares Sol’s chronic absenteeism to other schools that serve similar grade levels in the East Los Angeles CoS. Going all the way back to 2017–2018, many of these schools reported higher chronic absenteeism than the state and LAUSD.

Chronic Absenteeism: Comparing Sol to the East Los Angeles Community of Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|---------------------------|-----------------|---------------|-------|-------|--------------------|-----------------|
| Sol (5–8) | 4.2% Green | 3.4% Green | – | – | 37.9% Very High | 29.7% Yellow |
| Anton Elem. (K–6) | 6.8% Green | 15.8% Red | – | – | 55.7% Very High | 36.7% Yellow |
| Belvedere Middle (6–8) | 7.9% Yellow | 18.4% Red | – | – | 30.5% Very High | 30% Orange |
| Belvedere Elem. (K–5) | 7.4% Green | 16.2% Red | – | – | 34.2% Very High | 29.3% Yellow |
| Marianna Ave. Elem. (K–6) | 8.3% Green | 16.1% Red | – | – | 52.6% Very High | 38.6% Yellow |
| Hamasaki Elem. (K–5) | 18.2% Orange | 31.1% Red | – | – | 45.7% Very High | 31.6% Yellow |
| Brooklyn Ave. (K–8) | 6.2% Orange | 14.0% Red | – | – | 37.9% Very High | 19.1% Yellow |
| Lane Elem. | 10.4% | 22.0% | – | – | 40.8% | 29.3% |

| | | | | | | |
|--------------------------------|-----------------|----------------|---|---|--------------------|-----------------|
| (K–6) | Yellow | Red | | | Very High | Yellow |
| Rowan Ave. Elem. (K–5) | 7.3% Green | 17.1% Red | – | – | 43.7% Very High | 36.1% Yellow |
| Humphreys Ave. (K–5) | 10.6% Orange | 17.1% Red | – | – | 48.9% Very High | 32.3% Yellow |
| Griffith M.S. STEAM Mag. (6–8) | 9.3% Orange | 16.5% Red | – | – | 35.3% Very High | 30.4% Yellow |
| Fourth St. Elem. (2–5) | 5.5% Green | 15.8% Red | – | – | 39.7% Very High | 28.2% Yellow |
| Ford Blvd. Elem. (K–5) | 8.8% Orange | 19.1% Red | – | – | 40.3% Very High | 5.7% Yellow |
| Eastman Ave. Elem. (K–5) | 8.5% Orange | 19.7% Red | – | – | 47.0% Very High | 29.3% Yellow |
| Alliance CRMA No. 8 (6–8) | 8.5% Orange | 8.5% Yellow | – | – | 34.0% Very High | 29.6% Yellow |
| Animo Ellen Ochoa (6–8) | 5.0% Green | 10.9% Red | – | – | 37.1% Very High | 28.2% Yellow |
| Arts in Action CC (K–5) | 11.8% Orange | 9.4% Green | – | – | 24.9% Very High | 22.7% Orange |
| Arts in Action CMS (6–8) | 9.7% Green | 8.0% Green | – | – | 26.0% Very High | 0% Blue |
| Extera PS No. 2 (K–5) | 6.9% Green | 7.3% Yellow | – | – | 26.6% Very High | 24.9% Orange |
| KIPP Acad. of Innov. (5–8) | 6.3% Green | 7.6% Orange | – | – | 32.9% Very High | 30.6% Orange |
| Median | 8.1% | 16% | – | – | 37.9% | 29.5% |

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), <https://achieve.lausd.net/site/default.aspx?PageType=3&ModuleInstanceID=22580&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=117095&PageID=8654&Comments=true> (accessed on June 10, 2024); Charter Schools Directory 2023–2024, <https://achieve.lausd.net/Page/1827> (accessed on June 10, 2024).

In 2017–2018 and 2018–2019, Sol had the lowest chronic absenteeism rates in the East Los Angeles CoS. Our school’s chronic absenteeism rates of 4.2% and 3.4% in those years were ahead of the CoS medians of 8.1% and 16%. But these trends didn’t withstand the pandemic. Of the 20 East Los Angeles CoS serving students in grades 5–8, only three schools were able to keep chronic absenteeism below 30% in 2021–2022. The other 17 schools posted chronic absenteeism rates between 30.5% and 55.7%. Sol’s chronic absenteeism rate that year was 37.9%, landing squarely at the CoS median. In 2022–2023, our school’s chronic absenteeism rate was 29.7%, just behind the CoS median of 29.5%.

It is also instructive to compare Sol’s record on chronic absenteeism to the district-assigned schools that most of our students would otherwise attend. It is worth noting that approximately 21.1% of our students would otherwise attend Griffith STEAM Magnet Middle School; approximately 10.6% of our students would otherwise attend Belvedere Middle School; approximately 9.2% of our students would otherwise attend Robert Louis Stevenson College & Career Prep; approximately 7.3% of our students would otherwise attend Brooklyn Avenue School; and approximately 3.8% of our students would otherwise attend Hollenbeck Middle School. The table below compares their chronic absenteeism rates to Sol:

Chronic Absenteeism: Comparing Sol to Students’ District-Assigned Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|---|----------------|---------------|-------|-------|--------------------|-----------------|
| Sol (5–8) | 4.2% Green | 3.4% Green | – | – | 37.9% Very High | 29.7% Yellow |
| Griffith M.S. STEAM Mag. (6–8) | 9.3% Orange | 16.5% Red | – | – | 35.3% Very High | 30.4% Yellow |
| Belvedere Middle (6–8) | 7.9% Yellow | 18.4% Red | – | – | 30.5% Very High | 30% Orange |
| Robert Louis Stevenson College & Career Prep(6–8) | 9% Green | 14.9% Red | – | – | 40.1% Very High | 32.6% Yellow |
| Brooklyn Ave. (K–8) | 6.2% Orange | 14.0% Red | – | – | 37.9% Very High | 19.1% Yellow |
| Hollenbeck Middle (6–8) | 10% Green | 18.9% Red | – | – | 31.9% Very High | 27.8% Yellow |

When compared to the district-assigned schools that most of its students would otherwise attend, Sol shows some relative strength in combating chronic absenteeism. In 2017–2018 and 2018–2019, for example, Sol had the lowest rates of chronic absenteeism among these district-assigned schools.

Following the pandemic, however, Sol slipped into chronic absenteeism rates that were similar to the district-assigned schools that most of our students would otherwise attend. In 2021–2022, for example, our school’s chronic absenteeism reached 37.9%, which was slightly higher than Griffith STEAM Magnet Middle School (35.3%), Belvedere Middle School (30.5%), and Hollenbeck Middle (31.9%), and slightly lower than Robert Louis Stevenson College & Career Prep (40.1%). By 2022–2023, Sol started to pull ahead of the pack again. Our school’s chronic absenteeism decreased to 29.7%, a tick lower than Griffith STEAM Magnet Middle School (30.4%), Belvedere Middle School (30%), and Robert Louis Stevenson College & Career Prep (32.6%).

But no matter how the data is sliced, it is clear that chronic absenteeism has emerged as a challenge at Sol. We know that attendance is crucial to sustaining a joyful and academically excellent school. Our team will not be satisfied until our school’s chronic absenteeism is below the pre-pandemic statewide average. We provide our plan to reduce chronic absenteeism in the “Challenges” section below.

English Learner Progress Indicator

Beginning in 2016, California’s State Board of Education (“SBE”) refined its methodology for calculating the Dashboard’s ELPI.⁶ What makes ELPI unique is its focus on year-over-year *progress* toward English-language proficiency. More particularly, ELPI measures the percentage of students who either (1) increased one or more ELPI levels from the previous year’s ELPAC to the current year’s ELPAC, or (2) maintained the English-language proficient (“ELP”) criterion (i.e., Level 4) from the previous year’s ELPAC to the current year’s ELPAC. This approach is rooted in academic research by Kenji Hakuta, Yuko Goto Butler, and Daria Witt, who found that “policies [assuming] rapid acquisition of English . . . are wildly unrealistic.”⁷ That is because “even in districts that are considered the most successful in teaching English to EL students, oral proficiency takes 3 to 5 years to develop, and academic English proficiency can take 4 to 7 years.” Simply stated, since the road to English proficiency is a multi-year process, the Dashboard’s ELPI is a far better gauge of a school’s success in serving ELs than any single-year reclassification rate.

On the whole, Sol’s ELPI has kept pace with the state, Los Angeles Unified School District, and nearby schools. Some highlights include:

⁶ California State Board of Education, November 2019 Agenda, Item #04, available at <https://www.cde.ca.gov/be/ag/ag/yr19/agenda201911.asp>.

⁷ Kenji Hakuta, Yuko Goto Butler, and Daria Witt, *How Long Does It Take English Learners to Attain Proficiency?*, The University of California Linguistic Minority Research Institute, Jan. 2000, at 13, [https://web.stanford.edu/~hakuta/Publications/\(2000\)%20-%20HOW%20LONG%20DOES%20IT%20TAKE%20ENGLISH%20LEARNERS%20TO%20ATTAIN%20PR.pdf](https://web.stanford.edu/~hakuta/Publications/(2000)%20-%20HOW%20LONG%20DOES%20IT%20TAKE%20ENGLISH%20LEARNERS%20TO%20ATTAIN%20PR.pdf); see also California State Board of Education, November 2019 Agenda, Item #04, available at <https://www.cde.ca.gov/be/ag/ag/yr19/agenda201911.asp>, citing Hakuta, Butler, and Witt.

Here are the highlights that our school would like to draw attention to:

- In the two most recent years of the charter term, Sol reported higher ELPI rates than California
- In the two most recent years of the charter term, Sol reported higher ELPI rates than LAUSD
- Sol achieved higher ELPI rates than the East Los Angeles Community of Schools' median in 2021–2022 and 2022–2023 as well

The table below compares Sol to California on the ELPI:

English Learner Progress Indicator: Comparing Sol to California

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|------------|-------|-----------------|-------|-------|-----------------|-----------------|
| Sol | – | 44.3% Low | – | – | 63.0% High | 52.9% Orange |
| California | – | 48.3% Medium | – | – | 50.3% Medium | 48.7% Yellow |

Sol surpassed the state's ELPI in two of the three Dashboard-reporting years. In 2018–2019, California reached an ELPI of 48.3%, with Sol not too far behind at 44.3%. But Sol's ELPI increased by 18.7 percentage points in 2021–2022, boosting our school's ELPI to 63.0%, nearly 13 percentage points higher than the state. Sol surpassed the state again in 2022–2023, posting an ELPI of 52.9%, which was about four percentage points higher than the state.

When comparing Sol to LAUSD, a similar story plays out in the ELPI data:

English Learner Progress Indicator: Comparing Sol to LAUSD

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|-------|-------|-----------------|-------|-------|-----------------|-----------------|
| Sol | – | 44.3% Low | – | – | 63.0% High | 52.9% Orange |
| LAUSD | – | 45.0% Medium | – | – | 51.4% Medium | 48.4% Orange |

As shown in the table above, Sol posted higher ELPI rates than LAUSD for the majority of its charter term. In 2018–2019, Sol's ELPI of 44.3% was a hair lower than LAUSD's ELPI of 45.0%. In 2021–2022, however, Sol's ELPI increased to 63%, outpacing LAUSD's 51.4%. Sol posted a higher ELPI again in 2022–2023, this time reaching 52.9%, more than four percentage points ahead of LAUSD's 48.4%.

In the table below, we put Sol’s ELPI data alongside schools serving similar grades in the East Los Angeles CoS:

English Learner Progress Indicator: Comparing Sol to the East Los Angeles Community of Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22-23 |
|--------------------------------------|-------|--------------------|-------|-------|------------------|-------------------|
| Sol (5–8) | – | 44.3% Low | – | – | 63.0% High | 52.9% Orange |
| Anton Elem. (K–6) | – | 36.6% Low | – | – | 51.7% Medium | 45.6% Orange |
| Belvedere Middle (6– 8) | – | 54.3% Medium | – | – | 67% Very High | 43.4% Red |
| Belvedere Elem. (K–5) | – | 34.8% Very Low | – | – | 63.8% High | 31% Red |
| Marianna Ave. Elem. (K–6) | – | 49.1% Medium | – | – | 56.3% High | 47.5% Red |
| Hamasaki Elem. (K–5) | – | 38.7% Low | – | – | 45.2% Medium | 58.7% Blue |
| Brooklyn Ave. (K–8) | – | 59.1% High | – | – | 51.1% Medium | 61.4% Blue |
| Lane Elem. (K–6) | – | 41.7% Low | – | – | 50.3% Medium | 42.4% No Color |
| Rowan Ave. Elem. (K–5) | – | 62.9% High | – | – | 50.9% Medium | 31.1% Red |
| Humphreys Ave. (K–5) | – | 58.6% High | – | – | 50.9% Medium | 45.8% Orange |
| Griffith M.S. STEAM Mag. (6–8) | – | 37.7% Low | – | – | 60% High | 58.6% Green |
| Fourth St. Elem. (2–5) | – | 74.4% Very High | – | – | 52.7% Medium | 39% Red |
| Ford Blvd. Elem. (K–5) | – | 50.4% Medium | – | – | 55.8% High | 51.9% Orange |

| | | | | | | |
|----------------------------|---|-------------------|---|---|-----------------|-----------------|
| Eastman Ave. Elem. (K–5) | – | 46.0% Medium | – | – | 54.0% Medium | 60.1% Green |
| Alliance CRMA No. 8 (6–8) | – | 54.4% Medium | – | – | 59.3% High | 40.2% Red |
| Animo Ellen Ochoa (6–8) | – | 44.8% Low | – | – | 69.4% Low | 66.7% Blue |
| Arts in Action CC (K–5) | – | 28.1% Very Low | – | – | 38.5% Low | 52.5% Green |
| Arts in Action CMS (6–8) | – | 50.0% Medium | – | – | 45.6% Medium | 52.2% Green |
| Extera PS No. 2 (K–5) | – | 52.1% Medium | – | – | 64.1% High | 47.7% Orange |
| KIPP Acad. of Innov. (5–8) | – | 52% Medium | – | – | 50.6% Medium | 62.9% Blue |
| Median | – | 49.6% | – | – | 53.4% | 49.8% |

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), <https://achieve.lausd.net/site/default.aspx?PageType=3&ModuleInstanceID=22580&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=117095&PageID=8654&Comments=true> (accessed on June 10, 2024); Charter Schools Directory 2023–2024, <https://achieve.lausd.net/Page/1827> (accessed on June 10, 2024).

Over the charter term, Sol’s ELPI results have been right around or surpassing the East Los Angeles CoS’s median. In relative terms, our school’s best ELPI performance came in 2021–2022, when 63% of our English Learners made progress. That was about 10 percentage points better than the East Los Angeles CoS’s median. In 2022–2023, our school’s ELPI stood at 52.9%, which was higher than the East Los Angeles CoS’s median of 49.8%.

The table below compares our school’s ELPI performance with the district-assigned schools that over half of our students would otherwise attend. Like Sol, many of these district-assigned schools are outperforming the state and LAUSD on the ELPI.

English Learner Progress Indicator: Comparing Sol to Students’ District-Assigned Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|-----------|-------|-------|-------|-------|-------|-------|
| Sol (5–8) | – | 44.3% | – | – | 63.0% | 52.9% |

| | | | | | | |
|---|---|--------------|---|---|---------------|--------------|
| | | Low | | | High | Orange |
| Griffith M.S. STEAM Mag. (6–8) | – | 37.7% Low | – | – | 60% High | 58.6% Green |
| Belvedere Middle (6–8) | – | 54.3% Medium | – | – | 67% Very High | 43.4% Red |
| Robert Louis Stevenson College & Career Prep(6–8) | – | 53.2% Medium | – | – | 54.7% Medium | 61.1% Green |
| Brooklyn Ave. (K–8) | – | 59.1% High | – | – | 51.1% Medium | 61.4% Blue |
| Hollenbeck Middle (6–8) | – | 41.9% Low | – | – | 61.2% High | 55.3% Yellow |
| Median | – | 48.8% | – | – | 60.6% | 57% |

Despite Sol’s relatively high ELPI performance, our school trailed slightly behind the median of these district-assigned schools in two of the three Dashboard-reporting years. In 2018–2019, our school landed behind the median, with an ELPI of 42.3%. But our English Learners were still ahead of their peers at Griffith Middle School (37.7%) and Hollenbeck Middle (41.9%). We are proud to report that, in 2021–2022, Sol’s ELPI surged ahead of the district-assigned schools listed in the table. That year, our English Learners registered a 63% ELPI, while English Learners at the median district-assigned school hit 60.6%. Then, in 2022–2023, Sol’s ELPI decreased to 52.9%, a bit behind the 57% median of the district-assigned schools that most of our students would otherwise attend.

On the whole, however, Sol has established a solid record of accomplishment on the ELPI. It has surpassed the state’s ELPI achievement on the two most recent Dashboards. It has surpassed LAUSD’s ELPI achievement on the two most recent Dashboards. And it has surpassed the East Los Angeles CoS median ELPI on the two most recent Dashboards. For all of these reasons, Sol is one of East Los Angeles’ most attractive educational options for the families of English Learners.

Math

Math proficiency is essential to giving every child the freedom to create the future they want for themselves and their community. The National Mathematics Advisory Panel found that success in math

opens “college and career options, and it increases prospects for future income.”⁸ The Bureau of Labor Statistics agrees. It projects that math occupations will “grow much faster than the average for all occupations from 2022 to 2023,” with “about 33,500 openings projected each year.” And these are good-paying jobs. The median annual wage in math occupations was \$101,460 in May 2023, far higher than the median annual wage for all occupations, which stood at \$48,060.⁹

While Sol still has some room for improvement in math, our school also racked up a strong record of comparative accomplishments:

- Our schoolwide math performance was better than the statewide average in 2017–2018 and 2018–2019
- Sol’s Latinx and socioeconomically disadvantaged students outperformed their statewide peers in math in all Dashboard-reporting years of the charter term
- Our Students With Disabilities outperformed their statewide peers in 2017–2018, 2018–2019, and 2021–2022
- Our English Learners outperformed their statewide peers in math in 2017–2018 and 2018–2019
- Sol’s schoolwide math performance was better than the LAUSD average in 2017–2018, 2018–2019, and 2021–2022
- In every year for which data is available, our Latinx and socioeconomically disadvantaged students outperformed their LAUSD peers in math
- Our Students With Disabilities and English Learners outperformed their LAUSD peers in 2017–2018, 2018–2019, and 2021–2022
- Sol matched exceeded the median math performance of other schools serving similar grades in the East Los Angeles Community of Schools in 2017–2018, 2018–2019, and 2021–2022
- Sol consistently posted better math results than the majority of the district-assigned schools that most of our students would otherwise attend

Taken together, our school’s math performance makes a compelling case for renewing our charter for another five years. The data makes clear that it is in the best interest of students to keep Sol open. Indeed, if LAUSD were to close our school, most of our students would be assigned to schools with weaker records of math performance.

⁸ U.S. Dep’t of Education, National Mathematics Advisory Panel: Final Report (2008) at xii, <https://files.eric.ed.gov/fulltext/ED500486.pdf>.

⁹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: Math Occupations, <https://www.bls.gov/ooh/math/>.

In the tables below, we lay out detailed comparisons of Sol’s math performance to the state, LAUSD, the East Los Angeles Community of Schools, and the district-assigned schools that most of our students would otherwise attend.

The table below begins with a closer look at how Sol’s math performance compares to the state:

Math: Comparing Sol to California

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|------------|-----------------|-----------------|-------|-------|--------------|-----------------|
| Sol | -2.5 Yellow | +5.5 Green | – | – | -65.0 Low | -73.4 Orange |
| California | -36.4 Orange | -33.5 Orange | – | – | -51.7 Low | -49.1 Orange |

Sol began its charter term with a promising start in math achievement. In 2017–2018, Sol had a distance from standard (“DFS”) of -2.5, putting it 34 DFS points above the state’s DFS of -36.4. Our students’ math performance improved in 2018–2019 to a DFS of 5.5, a striking 39 DFS points higher than the state’s DFS of -33.5. Unfortunately, the pandemic disrupted our upward trajectory. When our students returned to in-person instruction, we saw math achievement decrease to -65 DFS in 2021–2022 and -73.4 DFS in 2022–2023. Similarly, the state’s math performance decreased to -51.7 DFS in 2021–2022 and -49.1 in 2022–2023.

As shown in the table below, however, the math performance of Sol’s student groups frequently outshined their statewide peers:

Math: Comparing Sol’s Student Groups to California’s Student Groups

| Student Group | Jurisdiction | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|------------------|--------------|-----------------|-----------------|-------|-------|--------------------|-----------------|
| Latinx | Sol | -1.7 Yellow | +6.8 Green | – | – | -65.1 Low | -73.2 Orange |
| | California | -65.8 Orange | -62.2 Yellow | – | – | -83.4 Low | -80.8 Orange |
| | | | | | | | |
| English Learners | Sol | -27.5 Orange | -11.0 Green | – | – | -101.2 Very Low | -113.7 Red |
| | California | -69.9 Orange | -68.6 Orange | – | – | -92.0 Low | -93.4 Orange |

| | | | | | | | |
|----------------------------|------------|-----------------|------------------|---|---|--------------------|------------------|
| | | | | | | | |
| Students With Disabilities | Sol | -118.8 Red | -89.7 Yellow | – | – | -126.6 Very Low | -143.6 Red |
| | California | -125.3 Red | -119.4 Orange | – | – | -130.8 Very Low | -127.3 Orange |
| | | | | | | | |
| Socioecon. Disadvant. | Sol | -8.9 Yellow | +0.5 Green | – | – | -71.2 Low | -76.5 Orange |
| | California | -67.4 Orange | -63.7 Yellow | – | – | -84.0 Low | -80.8 Yellow |

In all four years for which data is available, our Latinx students outperformed their statewide peers in math. At the start of the charter term, their average DFS was -1.7, more than 64 DFS points ahead of their statewide counterparts. They made a year-to-year improvement of about nine DFS points in 2018–2019 to reach an average DFS of 6.8 in math, exactly 69 DFS points ahead of their California peers. Distance learning and the pandemic negatively impacted math achievement in 2021–2022. But, even with that negative impact, our Latinx students posted an average DFS of -65.1 in 2021–2022, which was about 18 DFS points better than Latinx students across the state. In 2022–2023, Sol’s Latinx students posted a DFS of -73.2, which was about eight points ahead of their statewide peers.

Our socioeconomically disadvantaged students also outperformed their statewide peers in math for all of the four years for which data is available. At the beginning of the charter term, they reached an average DFS of -8.9, about 59 points ahead of their counterparts across California. In 2018–2019, Sol’s socioeconomically disadvantaged students achieved a DFS of 0.5, outpacing their statewide peers by about 64 DFS points. After coming back to in-person learning in 2021–2022, they recorded an average DFS of -71.2, about 13 DFS points ahead of their statewide counterparts. And, in 2022–2023, Sol’s socioeconomically disadvantaged students posted a DFS of -76.5, which was about four points ahead of their statewide peers.

A similar story played out for Sol’s Students With Disabilities (“SWD”). They outperformed their statewide peers in math in three of the four years for which data is available. In 2017–2018, their average DFS was -118.8, about seven DFS points ahead of their statewide peers. In 2018–2019, their average DFS improved to -89.7, nearly 30 DFS points ahead of their statewide peers. And, in 2021–2022, their average DFS of -126.6 was a bit higher than their statewide peers, who averaged -130.8.

Sol’s English Learners surpassed their statewide peers in math in two out of four Dashboard-reporting years. They started the charter with an average DFS of -27.5 in math, about 42 DFS points ahead of all

English Learners in California. The next year, they improved to an average DFS of -11 in math, widening their advantage on their statewide counterparts to about 80 DFS points.

All together, these school-to-state comparisons of math performance make a compelling case for renewing Sol's charter. In both 2017–2018 and 2018–2019, our school demonstrated its ability to surpass the state in math achievement. And, in the years following the pandemic the majority of our student groups continued to outperform their statewide peers. This success, in comparison to the state, makes Sol a promising option for East Los Angeles families. It is additional evidence that keeping our school open is in the best interest of students.

The tables below drill deeper down into the math data to compare our school to LAUSD, the East Los Angeles Community of Schools, and the district-assigned schools that many of our students would otherwise attend. We begin by drawing comparisons to LAUSD:

Math: Comparing Sol to LAUSD

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|-------|-----------------|-----------------|-------|-------|--------------|-----------------|
| Sol | -2.5 Yellow | +5.5 Green | – | – | -65.0 Low | -73.4 Orange |
| LAUSD | -59.4 Yellow | -54.1 Yellow | – | – | -71.5 Low | -67.3 Yellow |

The table above shows that Sol outperformed LAUSD in math throughout the majority of its charter term. In 2017–2018, Sol achieved a DFS of -2.5. That put our students about 57 DFS points ahead of LAUSD. The subsequent year, Sol improved its DFS to 5.5, approximately 60 points ahead of LAUSD. Although the pandemic led to declines in math achievement, our school maintained its lead through 2021–2022, posting a DFS of -65.0, which was about seven DFS points ahead of LAUSD.

The table below compares the math performance of our student groups to their LAUSD peers. It shows that the majority of our student groups outscored their LAUSD peers in math year after year.

Math: Comparing Sol's Student Groups to LAUSD's Student Groups

| Student Group | Jurisdiction | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|---------------|--------------|-----------------|-----------------|-------|-------|--------------|-----------------|
| Latinx | Sol | -1.7 Yellow | +6.8 Green | – | – | -65.1 Low | -73.2 Orange |
| | LAUSD | -69.6 Yellow | -64.3 Yellow | – | – | -83.2 Low | -78.9 Yellow |

| | | | | | | | |
|----------------------------|-------|------------------|------------------|---|---|--------------------|------------------|
| | | | | | | | |
| English Learners | Sol | -27.5 Orange | -11.0 Green | – | – | -101.2 Very Low | -113.7 Red |
| | LAUSD | -86.2 Yellow | -83.2 Yellow | – | – | -108.5 Very Low | -106 Red |
| | | | | | | | |
| Students With Disabilities | Sol | -118.8 Red | -89.7 Yellow | – | – | -126.6 Very Low | -143.6 Red |
| | LAUSD | -150.0 Orange | -133.7 Orange | – | – | -146.5 Very Low | -140.3 Orange |
| | | | | | | | |
| Socioecon. Disadvant. | Sol | -8.9 Yellow | +0.5 Green | – | – | -71.2 Low | -76.5 Orange |
| | LAUSD | -69.6 Orange | -64.2 Yellow | – | – | -83.1 Low | -78.4 Yellow |

Sol’s Latinx students outperformed their LAUSD peers in every Dashboard-reporting year of the charter term. In 2017–2018, our Latinx students recorded a DFS of -1.7, about 70 DFS points ahead of their LAUSD peers. The following year, our Latinx students achieved a DFS of 6.8, about 71 points higher than their LAUSD peers. Although the pandemic led to a decline in math achievement, Sol’s Latinx students still managed to outperform their LAUSD peers. In 2021–2022, Sol’s Latinx students were 18 DFS points ahead of their LAUSD peers, with a DFS of -65.1. In 2022–2023, Sol’s Latinx students maintained their lead by recording a DFS of -73.2, about six DFS points ahead of their LAUSD peers.

Sol’s socioeconomically disadvantaged students also surpassed their LAUSD peers in math in every Dashboard-reporting year of the charter term. In 2017–2018, Sol’s socioeconomically disadvantaged students earned a DFS of -8.9, whereas their LAUSD peers earned a DFS of -69.6. In 2018–2019, our socioeconomically disadvantaged students’ DFS climbed up to 0.5, passing their LAUSD peers by about 65 DFS points. The 2021–2022 Dashboard recorded a DFS of -71.2 for Sol’s socioeconomically disadvantaged students, about 12 DFS points in front of their LAUSD counterparts. And in 2022–2023, Sol’s socioeconomically disadvantaged students posted a DFS of -76.5, a few ticks ahead of LAUSD’s average DFS of -78.4.

Sol’s English Learners outperformed their LAUSD peers for the majority of their charter term. In 2017–2018, Sol’s English Learners posted a DFS of -27.5. In contrast, their LAUSD peers posted a DFS of -86.2. The following year, Sol’s English Learners increased their average DFS to -11, about 72 DFS points ahead

of their LAUSD peers. More recently, in 2021–2022, their average math DFS clocked in at -101.2. As disappointing as that decline was, it still put their math scores nearly seven DFS points ahead of LAUSD’s English Learners.

Throughout our charter term, our SWD surpassed or matched their LAUSD peers in math. At the beginning of our term, our SWD had an average DFS of -118.8, about 31 points in front of their LAUSD peers. The next year, our SWD’s DFS soared up by about 29 DFS points. As a result, in 2018–2019, Sol’s SWD earned an average DFS of -89.7, surpassing their LAUSD peers by 44 DFS points. Sol’s lead continued following the pandemic. In 2021–2022, Sol recorded a DFS of -126.6, about 20 points ahead of their LAUSD peers. By 2022–2023, Sol’s SWD and their LAUSD peers were roughly even, with a DFS of -143.6 and -140.3, respectively.

To be clear, there is more improvement to be made in math. Our team will never settle for average DFS figures that are below grade-level achievement.

The point we are trying to make is a relative one: our school’s overall math results were better than the LAUSD average for the majority of the charter term. That’s not just true in our schoolwide data; it’s also true when we compare our Latinx students, English Learners, Students With Disabilities, and socioeconomically disadvantaged students to their LAUSD peers. In essence, Sol makes a better-than-average LAUSD public school option available to East Los Angeles and its surrounding communities. So, while there is still more work left to do, these Sol-to-LAUSD comparisons make clear that it is in our students’ best interests to keep our school open.

In addition to drawing comparisons to the state and LAUSD, we also think it is worth comparing Sol’s math performance to other public schools serving similar grades in the East Los Angeles CoS. The table below lays out each school’s performance and calculates the CoS median:

Math: Comparing Sol to the East Los Angeles Community of Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|------------------------|-----------------|-----------------|-------|-------|--------------------|-----------------|
| Sol (5–8) | -2.5 Yellow | 5.5 Green | – | – | -65.0 Low | -73.4 Orange |
| Anton Elem. (K–6) | -55.0 Yellow | -53.5 Orange | – | – | -76.1 Low | -78 Orange |
| Belvedere Middle (6–8) | -89.7 Yellow | -82.4 Yellow | – | – | -100.8 Very Low | -91.2 Yellow |
| Belvedere Elem. (K–5) | -60.8 Yellow | -53.2 Yellow | – | – | -67.5 Low | -63.8 Yellow |
| Marianna | -25.4 | -24.1 | – | – | -46.6 | -41.2 |

| | | | | | | |
|--------------------------------|------------------|------------------|---|---|--------------------|-----------------|
| Ave. Elem. (K–6) | Yellow | Yellow | | | Low | Yellow |
| Hamasaki Elem. (K–5) | -53.3 Yellow | -24.0 Green | – | – | -31.2 Low | -5 Green |
| Brooklyn Ave. (K–8) | 3.8 Green | 11.5 Green | – | – | -59.5 Low | -52.2 Yellow |
| Lane Elem. (K–6) | 4.5 Green | 0.7 Green | – | – | -7.3 Medium | -7 Yellow |
| Rowan Ave. Elem. (K–5) | -61.4 Orange | -52.2 Yellow | – | – | -77.5 Low | -68.2 Yellow |
| Humphreys Ave. (K–5) | -27.0 Yellow | -39.3 Orange | – | – | -50.5 Low | -43.9 Yellow |
| Griffith M.S. STEAM Mag. (6–8) | -80.2 Yellow | -74.7 Yellow | – | – | -96.2 Very Low | -94.1 Orange |
| Fourth St. Elem. (2–5) | -53.5 Orange | -56.7 Orange | – | – | -77.7 Low | -70 Yellow |
| Ford Blvd. Elem. (K–5) | -45.8 Yellow | -36.4 Yellow | – | – | -56.3 Low | -64.1 Orange |
| Eastman Ave. Elem. (K–5) | -67.9 Yellow | -55.1 Yellow | – | – | -93.2 Low | -84.9 Yellow |
| Alliance CRMA No. 8 (6–8) | -76.5 Orange | -83.7 Orange | – | – | -90.9 Low | -102.1 Red |
| Animo Ellen Ochoa (6–8) | -117.4 Orange | -101.0 Orange | – | – | -117.1 Very Low | -81.9 Yellow |
| Arts in Action CC (K–5) | -53.0 Orange | -32.4 Yellow | – | – | -87.3 Low | -68.2 Yellow |
| Arts in Action CMS (6–8) | -130.1 Red | -87.4 Yellow | – | – | -117.3 Very Low | -116.8 Red |
| Extera PS | -27.6 | -26.0 | – | – | -54.5 | -45.4 |

| | | | | | | |
|----------------------------|----------------|----------------|---|---|--------------|-----------------|
| No. 2 (K–5) | Yellow | Orange | | | Low | Yellow |
| KIPP Acad. of Innov. (5–8) | -3.3 Yellow | -9.2 Yellow | – | – | -56.7 Low | -63.2 Orange |
| Median | -53.4 | -45.8 | – | – | -71.8 | -68.2 |

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), <https://achieve.lausd.net/site/default.aspx?PageType=3&ModuleInstanceID=22580&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=117095&PageID=8654&Comments=true> (accessed on June 10, 2024); Charter Schools Directory 2023–2024, <https://achieve.lausd.net/Page/1827> (accessed on June 10, 2024).

Sol surpassed the East Los Angeles CoS median in math in three of four Dashboard-reporting years. In 2017–2018, the East Los Angeles CoS median was -53.4, about 51 points behind Sol’s DFS of -2.5. The 2018–2019 Dashboard reported our school’s average DFS as 5.5 on the math indicator, placing our students about 51 DFS points ahead of the East Los Angeles CoS median. Following the challenges of the pandemic, our school’s average DFS declined to -65, which placed our students about seven DFS points ahead of the East Los Angeles CoS median. More recently, in 2022–2023, the East Los Angeles CoS median was -68.2, slightly higher than our school’s DFS of -73.4.

The table below zooms in on math performance of public schools that most of Sol’s students would otherwise attend. It is arguably the most important comparison in this entire section, because it compares our school to the actual educational options of our students.

Math: Comparing Sol to Students’ District-Assigned Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|---|-----------------|-----------------|-------|-------|--------------------|------------------|
| Sol (5–8) | -2.5 Yellow | 5.5 Green | – | – | -65.0 Low | -73.4 Orange |
| Griffith M.S. STEAM Mag. (6–8) | -80.2 Yellow | -74.7 Yellow | – | – | -96.2 Very Low | -94.1 Orange |
| Belvedere Middle (6–8) | -89.7 Yellow | -82.4 Yellow | – | – | -100.8 Very Low | -91.2 Yellow |
| Robert Louis Stevenson College & Career Prep(6–8) | -100.9 Red | -90.2 Yellow | – | – | -113.7 Very Low | -103.1 Orange |
| Brooklyn Ave. (K–8) | 3.8 Green | 11.5 Green | – | – | -59.5 Low | -52.2 Yellow |

| | | | | | | |
|-------------------------|---------------|-----------------|---|---|--------------|-----------------|
| Hollenbeck Middle (6–8) | -61 Yellow | -60.7 Orange | – | – | -66.8 Low | -73.2 Orange |
|-------------------------|---------------|-----------------|---|---|--------------|-----------------|

This table makes a clear and decisive point: if Sol were closed, the District would assign most of our students to schools with worse math performance.

As illustrated above, Sol’s record on math achievement compares favorably to district-assigned schools that most of our students would otherwise attend. In all Dashboard-reporting years of our charter term, Sol outperformed Griffith STEAM Magnet Middle School, Belvedere Middle School, and Robert Louis Stevenson middle school. In three of the four dashboard reporting years, Sol’s math performance surpassed Hollenbeck Middle School and in 2022–2023 both schools were on par with each other in math performance.

More than any other comparison in math performance, these comparisons to district-assigned schools underscore the community’s need for Sol. After all, these are the options for public education that our students have right in front of them. And, to be fair, some families might determine that one of these district-assigned schools is the best option for their child’s public education. But, here in LAUSD, we do not — and should not — consign families to one option for their child’s public education. Charter schools like Sol are here to provide LAUSD’s families with “expanded choices in the types of educational opportunities that are available within the public education system.”¹⁰ We are also here to work side-by-side with LAUSD to “accelerate gains in student achievement,” which is exactly what we have done.¹¹ Our school’s math performance has been consistently ahead of the district-assigned schools that many of our students would otherwise attend.

Of course, there is still work to be done. At the beginning of our charter term, our school was far ahead of the state, LAUSD, and other nearby public schools in math achievement. Following the pandemic, however, our math achievement has declined, even if it is still ahead of state- and District-wide student groups and nearby schools. We know our school has the potential to return to our pre-pandemic math achievement. In the “Challenges” section below, we outline our plan to recover lost ground in the years ahead.

English Language Arts

ELA is the foundation of a child’s reading skills and college readiness. After third grade, children read to learn. They use their reading skills “to gain more information in subjects such as math and science, to solve problems, to think critically about what they are learning, and to act upon and share that

¹⁰ Los Angeles Unified School District, *Policy and Procedures for Charter Schools* (2023) 1, <https://www.lausd.org/site/handlers/filedownload.ashx?moduleinstanceid=87369&dataid=159176&FileName=LAUSD%20Policy%20and%20Procedures%20for%20Charter%20Schools%20Amended%2006-20-2023.pdf>.

¹¹ *Id.* at 2.

knowledge in the world around them.”¹² By eighth grade, if a student is far behind in reading proficiency, their chances of reaching college readiness are 10% in reading, 6% in science, and 3% in mathematics.¹³ That makes ELA achievement critically important to Sol’s mission of preparing students with the skills and confidence to pursue the paths they choose — college, career, and beyond — so they can lead fulfilling lives and create a more just world.

In the paragraphs below, we compare Sol’s ELA performance to the state, LAUSD, the East Los Angeles Community of Schools, and the public schools that most of our students would otherwise attend. The following highlights emerge from our analysis:

- Our schoolwide ELA performance surpassed the statewide average in 2017–2018, 2018–2019, and 2021–2022
- Sol’s Latinx students, socioeconomically disadvantaged students, and Students With Disabilities outperformed their statewide peers in ELA across the charter term.
- Our English Learners outpaced their statewide peers in ELA in 2017–2018, 2018–2019, and 2021–2022
- Sol’s schoolwide ELA performance was better than the LAUSD average in every year of the charter term
- In every year of the charter term, the ELA performance of Sol’s Latinx students, socioeconomically disadvantaged students, and Students With Disabilities topped their LAUSD peers
- Our English Learners’ ELA performance was higher their LAUSD peers in 2021–2022 and 2022–2023
- Sol exceeded the median ELA performance of other schools serving similar grades in the East Los Angeles Community of Schools in every year of the charter term
- By nearly every comparison, Sol held a wide lead in ELA performance over the district-assigned schools that most of our students would otherwise attend

These highlights make a compelling case for renewing Sol’s charter for another five years. With such a comparatively strong record of ELA performance, keeping our school open is in the best interest of students.

¹² *Early Warning! Why Reading by the End of Third Grade Matters*, Annie E. Casey Foundation, 9 (2010), https://assets.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf.

¹³ Chrys Dougherty, *College and Career Readiness: The Importance of Early Learning*, ACT Research & Policy, 2 (2013), <https://www.act.org/content/dam/act/unsecured/documents/ImportanceofEarlyLearning.pdf>.

Let's first take a closer look at how Sol's ELA performance stacks up against the state:

ELA: Comparing Sol to California

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|------------|----------------|----------------|-------|-------|--------------|-----------------|
| Sol | +29.5 Green | +28.6 Green | – | – | -9.4 Low | -21.4 Orange |
| California | -6.0 Orange | -2.5 Green | – | – | -12.2 Low | -13.6 Orange |

For most of its charter term, Sol exceeded the state's ELA performance. In 2017–2018, Sol achieved a DFS of 29.5, about 36 points ahead of the state's DFS of -6. The subsequent year, Sol posted a DFS of 28.6, surpassing the state's DFS by 31.1 points. Both the state and Sol experience setbacks of ELA performance in 2021–2022. However, Sol maintained its lead by posting a DFS -9.4, whereas the state posted a DFS of -13.6. In 2022–2023, Sol recorded a DFS of -21.4, not too far behind the state's DFS of -13.6.

As shown in the table below, however, the ELA performance of Sol's student groups consistently outshined their statewide peers across the charter term:

ELA: Comparing Sol's Student Groups to California's Student Groups

| Student Group | Jurisdiction | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|------------------|--------------|-----------------|-----------------|-------|-------|-------------------|-----------------|
| Latinx | Sol | +29.7 Green | +29.1 Green | – | – | -9.3 Low | -20.9 Orange |
| | California | -31.3 Yellow | -26.6 Yellow | – | – | -38.6 Low | -40.2 Orange |
| | | | | | | | |
| English Learners | Sol | +4.0 Yellow | +4.3 Yellow | – | – | -51.4 Low | -68.5 Orange |
| | California | -47.1 Yellow | -45.1 Yellow | – | – | -61.2 Low | -67.7 Orange |
| | | | | | | | |
| Students | Sol | -79.6 Red | -72.4 Orange | – | – | -76.6 Very Low | -87.7 Red |

| | | | | | | | |
|-----------------------|------------|-----------------|-----------------|---|---|-------------------|-----------------|
| With Disabilities | California | -95.5 Red | -88.1 Orange | – | – | -97.3 Very Low | -96.3 Red |
| | | | | | | | |
| Socioecon. Disadvant. | Sol | +24.2 Green | +24.4 Green | – | – | -16.2 Low | -25.3 Orange |
| | California | -34.7 Yellow | -30.1 Yellow | – | – | -41.4 Low | -42.6 Orange |

For the entire charter term, Sol’s Latinx students established wide leads over their statewide peers in ELA. In 2017–2018, Sol’s Latinx students achieved a DFS of 29.7, surpassing their peers statewide by 61 DFS points. Similarly, in 2018–2019, our Latinx students posted a DFS of 29.1, leading their statewide peers by about 56 DFS points. As devastating as the pandemic was to student achievement, Sol’s Latinx students continued to maintain their lead in ELA. In 2021–2022, Sol’s Latinx students recorded a DFS of -9.3, about 29 points higher than their statewide peers. Again in 2022–2023, Sol’s Latinx maintained their lead by posting a DFS of -20.9, about 19 DFS points in front of their statewide peers.

In every Dashboard-reporting year of charter term, Sol’s SWD outpaced their statewide peers. Starting in 2017–2018, Sol’s SWD had a DFS of -79.6, leading their statewide peers by about 16 DFS points. The following year, our SWD improved their DFS to -72.4, about 16 points ahead of their statewide peers. The 2021–2022 Dashboard showed SWD at Sol and across the state experienced declines in ELA achievement due to the Covid-19 pandemic. Despite these declines, our school’s SWD continued to lead the state by about 21 DFS points. And, in 2022–2023, our SWD maintained a 9-DFS-point lead over their statewide peers.

A similar story unfolded with Sol’s socioeconomically disadvantaged students. They, too, outperformed their statewide peers in ELA in all years for which data is available. In 2017–2018, their average DFS was 24.2, more than 58 DFS points ahead of their statewide peers. In 2018–2019, their average DFS inched up to 24.4, nearly 55 DFS points ahead of their statewide peers. The first Dashboard after pandemic-related school closures showed that Sol’s socioeconomically disadvantaged students were able to maintain their lead. That year, Sol’s socioeconomically disadvantaged students’ DFS of -16.2 was 25 DFS points higher than their statewide peers, who averaged -41.4. Subsequently, in 2022–2023, Sol’s DFS of -25.3 was more than 17 DFS points higher than the state’s -42.6.

In three of the four years for which data is available, Sol’s English Learners established leads over their statewide peers in ELA. In 2017–2018, Sol’s English Learners registered a DFS of 4, surpassing their statewide peers by about 51 DFS points. Again in 2018–2019, Sol’s English Learners outpaced their statewide peers by posting a DFS 4.3, a lead of about 49 DFS points. As with other student groups, the pandemic led to an unfortunate decline in English Learners’ ELA achievement. But, despite the dip in achievement, they held tight to their relative lead. In 2021–2022, Sol logged a DFS of -51.4, which was

about ten DFS points ahead of their statewide peers. Most recently, in 2022–2023, the state and Sol’s English Learners were about even in ELA achievement. The state’s English Learners posted a DFS of -67.7 and Sol’s English Learners were close behind with a DFS of -68.5.

The headline in this data is Sol has repeatedly achieved better ELA results for Latinx students, socioeconomically disadvantaged students, English Learners, and Students With Disabilities than the state of California. Our school’s track record of success, when measured against the state, is precisely why the community needs our charter school.

When we compare our students’ ELA performance to their LAUSD peers, the community’s need for Sol is even clearer. The table below lays out the data:

ELA: Comparing Sol to LAUSD

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|-------|-----------------|-----------------|-------|-------|--------------|-----------------|
| Sol | +29.5 Green | +28.6 Green | – | – | -9.4 Low | -21.4 Orange |
| LAUSD | -29.2 Orange | -23.7 Yellow | – | – | -30.8 Low | -32.4 Orange |

In every Dashboard-reporting year of the charter term, our school has posted higher ELA scores than LAUSD. In 2017–2018 our students achieved an average DFS of 29.5, with LAUSD was nearly 59 DFS points behind at -29.2. In 2018–2019, Sol posted a DFS of 28.6, about 52 points ahead of LAUSD’s DFS of -23.7. Sol carried its lead over LAUSD through the pandemic. In 2021–2022, our school recorded an average DFS of -9.4, about 21 points higher than LAUSD’s DFS of -30.8. And, in 2022–2023, our students posted a DFS of -21.4, which was 11 DFS points ahead of LAUSD.

The table below shows that our student groups also established wide leads over their LAUSD peers:

ELA: Comparing Sol’s Student Groups to LAUSD’s Student Groups

| Student Group | Jurisdiction | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|---------------|--------------|-----------------|-----------------|-------|-------|--------------|-----------------|
| Latinx | Sol | +29.7 Green | +29.1 Green | – | – | -9.3 Low | -20.9 Orange |
| | LAUSD | -38.5 Yellow | -32.5 Yellow | – | – | -41.3 Low | -43.1 Orange |
| | | | | | | | |

| | | | | | | | |
|----------------------------|-------|------------------|------------------|---|---|--------------------|------------------|
| English Learners | Sol | -79.6 Red | -72.4 Orange | – | – | -76.6 Very Low | -68.5 Orange |
| | LAUSD | -65.9 Yellow | -62.4 Yellow | – | – | -83.9 Very Low | -87.8 Red |
| | | | | | | | |
| Students With Disabilities | Sol | -79.6 Red | -72.4 Orange | – | – | -76.6 Very Low | -87.7 Red |
| | LAUSD | -122.5 Orange | -106.4 Orange | – | – | -115.3 Very Low | -111.8 Orange |
| | | | | | | | |
| Socioecon. Disadvant. | Sol | +24.2 Green | +24.4 Green | – | – | -16.2 Low | -25.3 Orange |
| | LAUSD | -39.2 Yellow | -33.5 Yellow | – | – | -42.1 Low | -46.1 Orange |

Our Latinx students outperformed their LAUSD peers in every year of the charter term. Beginning in 2017–2018, our Latinx students’ DFS of 29.7 was 68 points higher than their LAUSD peers’ -38.5. The subsequent year, Sol’s Latinx students earned a DFS of 29.1, nearly 62 points higher than the -32.5 posted by their LAUSD peers. In 2021–2022, Sol’s Latinx students led their LAUSD peers by 32 DFS points. And in 2022–2023, Sol’s Latinx students continued to maintain a 22-DFS-point lead.

Our SWD also topped their LAUSD peers in ELA in every Dashboard-reporting year. Their 2017–2018 ELA results came in at an average DFS of -79.6, about 43 DFS points ahead of all SWD in LAUSD. In 2018–2019, our SWD improved their DFS to -72.4, which was 34 points ahead of their LAUSD peers. As with other student groups, the pandemic contributed to a drop in SWD achievement in 2021–2022, and they saw their DFS dip to -33.1. As frustrating as that was, our SWD were still about 39 DFS points ahead of their District peers. The following year, in 2022–2023, their average DFS in ELA stood at -87.7, putting them 24.1 DFS points in front.

A similar pattern emerged for our socioeconomically disadvantaged students in comparison to their LAUSD peers. In 2017–2018, the SBAC measured our socioeconomically disadvantaged students’ DFS as 24.2, about 63 DFS points ahead of their LAUSD peers. In 2018–2019, their DFS inched upward to 24.4, maintaining a wide lead of about 58 DFS points as compared to their District-wide peers. Although Sol was disappointed to see socioeconomically disadvantaged students decline in ELA achievement following the pandemic, they still maintained a relative lead. In 2021–2022, Sol’s economically disadvantaged students posted a DFS of -16.2, about 26 DFS points in front of their LAUSD peers. Their

lead in ELA continued in 2022–2023 with a DFS of -25.3, which was about 21 DFS points higher than their LAUSD peers, who posted a DFS of -46.1.

Although our English Learners started the term trailing their LAUSD peers in ELA, they established leads over their LAUSD peers in 2021–2022 and 2022–2023. At the start of our charter term, Sol’s English Learners recorded a DFS of -79.6, whereas their LAUSD counterparts recorded a DFS of -65.9. In 2018–2019, Sol’s English Learners improved by 7 DFS points in ELA, carrying them to an average of -72.4, which was still a bit behind their LAUSD peers, who registered a -62.4. Following the pandemic, in 2021–2022, our English Learners started to pull ahead, posting a DFS of -76.6, which was about 7 DFS higher than their LAUSD peers. They continued making gains in 2022–2023, with a year-to-year improvement of nearly 8 DFS points, which put their DFS at -68.5. That put them over 19 DFS points ahead of their LAUSD peers.

These comparisons of Sol’s ELA performance with LAUSD show why our school must remain open for years to come. Our community needs — and deserves — a school that beats the LAUSD average in ELA. Sol has not only accomplished that feat in its schoolwide results, but also in its student group results.

The same is true when we compare Sol’s ELA performance to other public schools serving similar grades in the East Los Angeles CoS. The table below lays out the year-by-year data:

ELA: Comparing Sol to the East Los Angeles Community of Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|---------------------------|-----------------|-----------------|-------|-------|--------------|-----------------|
| Sol (5–8) | +29.5 Green | +28.6 Green | – | – | -9.4 Low | -21.4 Orange |
| Anton Elem. (K–6) | -42.8 Yellow | -40.9 Orange | – | – | -63.1 Low | -65.3 Orange |
| Belvedere Middle (6–8) | -48.5 Yellow | -42.0 Yellow | – | – | -39.0 Low | -51.9 Orange |
| Belvedere Elem. (K–5) | -57.4 Yellow | -60.0 Orange | – | – | -46.3 Low | -59.6 Orange |
| Marianna Ave. Elem. (K–6) | +0.8 Green | -5.6 Orange | – | – | -24.3 Low | -23.9 Orange |
| Hamasaki Elem. (K–5) | -29.8 Yellow | -18.5 Yellow | – | – | -12.4 Low | -0.6 Green |
| Brooklyn Ave. (K–8) | +6.9 Yellow | +13.9 Green | – | – | -18.7 Low | -17.2 Orange |

| | | | | | | |
|--------------------------------|-----------------|-----------------|---|---|-------------------|-----------------|
| Lane Elem. (K–6) | +25.1 Green | +30.7 Green | – | – | +12.3 High | +8.7 Yellow |
| Rowan Ave. Elem. (K–5) | -33.8 Yellow | -36.1 Orange | – | – | -60.7 Low | -59.5 Orange |
| Humphreys Ave. (K–5) | -24.3 Yellow | -27.9 Orange | – | – | -40.3 Low | -31.8 Yellow |
| Griffith M.S. STEAM Mag. (6–8) | -28.8 Yellow | -24.1 Yellow | – | – | -12.8 Low | -31.2 Orange |
| Fourth St. Elem. (2–5) | -22.4 Yellow | -30.3 Orange | – | – | -50.0 Low | -44.8 Yellow |
| Ford Blvd. Elem. (K–5) | -36.7 Yellow | -20.1 Yellow | – | – | -43.4 Low | -58.1 Orange |
| Eastman Ave. Elem. (K–5) | -51.6 Yellow | -36.6 Yellow | – | – | -72.6 Very Low | -69.5 Yellow |
| Alliance CRMA No. 8 (6–8) | -14.2 Yellow | -12.6 Orange | – | – | -37.4 Low | -51.1 Orange |
| Animo Ellen Ochoa (6–8) | -54.9 Yellow | -37.6 Yellow | – | – | -47.9 Low | -25.2 Yellow |
| Arts in Action CC (K–5) | -46.7 Yellow | -36.6 Yellow | – | – | -63.4 Low | -62.9 Orange |
| Arts in Action CMS (6–8) | -77.0 Orange | -58.7 Yellow | – | – | -67.5 Low | -66.9 Orange |
| Extera PS No. 2 (K–5) | -33.7 Yellow | -25.6 Yellow | – | – | -23.9 Low | -38.2 Orange |
| KIPP Acad. of Innov. (5–8) | +16.2 Green | -1.1 Yellow | – | – | -9.6 Low | -31.1 Orange |
| Median | -31.8 | -26.8 | – | – | -39.7 | -41.5 |

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), <https://achieve.lausd.net/site/default.aspx?PageType=3&ModuleInstanceId=22580&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=117095&PageID=8654&Comments=true> (accessed on June 10, 2024); Charter Schools Directory 2023–2024, <https://achieve.lausd.net/Page/1827> (accessed on June 10, 2024).

The table above shows that Sol’s ELA performance exceeded the East Los Angeles CoS median in every year of the charter term. Sol started its charter term with a DFS of 29.5, about 61 points ahead of the East Los Angeles CoS median of -31.8. The following year, in 2018–2019, Sol’s DFS was 28.6, while the CoS median was over 55 DFS points behind at -26.8. After the Covid-19 pandemic’s devastating impact, all schools in the CoS experienced declines in ELA achievement. Nevertheless, Sol held onto its leads. In 2021–2022, Sol posted a DFS of -9.4, over 30 points ahead of the CoS median. Then, in 2022–2023, Sol recorded a DFS of -21.4, nearly 20 DFS points ahead of the CoS median.

The table below compares Sol’s ELA performance to the district-assigned schools that most of its students would otherwise attend. It is arguably the most important comparison in this entire section, because it compares our school to the actual educational options of our students.

ELA: Comparing Sol to Students’ District-Assigned Schools

| | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 |
|--|-----------------|-----------------|-------|-------|--------------|-----------------|
| Sol (5–8) | +29.5 Green | +28.6 Green | – | – | -9.4 Low | -21.4 Orange |
| Griffith M.S. STEAM Mag. (6–8) | -28.8 Yellow | -24.1 Yellow | – | – | -12.8 Low | -31.2 Orange |
| Belvedere Middle (6–8) | -48.5 Yellow | -42.0 Yellow | – | – | -39.0 Low | -51.9 Orange |
| Robert Louis Stevenson College & Career Prep (6–8) | -41.1 Yellow | -37.7 Yellow | – | – | -45 Low | -44.8 Orange |
| Brooklyn Ave. (K–8) | +6.9 Yellow | +13.9 Green | – | – | -18.7 Low | -17.2 Orange |
| Hollenbeck Middle (6–8) | -30 Orange | -15.5 Yellow | – | – | -24.9 Low | -41.9 Orange |

This table captures the stakes of this renewal petition for Sol’s students, families, and community. It shows that, if Sol were closed, the District would assign many of our students to schools with lower ELA performance. That would be indefensible.

Throughout our charter term, Sol consistently performed better in ELA than the district-assigned schools that most of our students would otherwise attend. In 2017–2018, Sol’s DFS of 29.5 was more than 70 DFS points better than Belvedere Middle School and Robert Louis Stevenson College & Career Prep. That

same year, Sol outpaced Griffith STEAM Magnet Middle School and Hollenbeck Middle School by more than 58 DFS points. And Sol outperformed Brooklyn Avenue School by about 23 DFS points. Our strong ELA performance continued in 2018–2019, when our school posted an average DFS of 28.6 in ELA. That was more than 65 DFS points ahead of Belvedere Middle and Robert Louis Stevenson College & Career Prep; more than 52 DFS points ahead of Griffith STEAM Magnet Middle School; more than 44 points ahead of Hollenbeck Middle School; and more than 14 points more than Brooklyn Avenue School.

After returning to in-person instruction, Sol continued to lead in ELA performance when compared to schools that most of our students would otherwise attend. The first year back, in 2021–2022, our students averaged -9.4 DFS in ELA. That put them more than 29 DFS points ahead of Belvedere Middle School and Robert Louis Stevenson College & Career Prep; more than 15 DFS points ahead of Hollenbeck Middle School; more than 9 DFS points ahead of Brooklyn Avenue School; and a few ticks ahead of Griffith STEAM Magnet Middle School. The following year, in 2022–2023, our students trailed slightly behind Brooklyn Avenue School in ELA but stayed ahead of the other schools that most of our students would otherwise attend. Our average DFS of -21.4 was more than 30 DFS points ahead of Belvedere Middle School; more than 20 DFS points ahead of Hollenbeck Middle School and Robert Louis Stevenson College & Career Prep; and about 10 DFS points ahead of Griffith STEAM Magnet Middle School.

The upshot of our analysis is clear: our community needs Sol. Make no mistake, there are some strong-performing public schools in East Los Angeles and surrounding areas. But not all families are fortunate enough to be assigned to them. Many families live in neighborhoods where the District assigns their children to schools that lag far behind the statewide and LAUSD averages in ELA performance. A family's street address shouldn't determine their child's educational opportunities. Sol provides these families — and their children — a vital alternative.

While Sol is proud of its relative success in ELA performance, we also know our students can achieve even more. In three out of the four Dashboard reporting years, Sol surpassed the state and LAUSD in ELA performance. In 2022–2023, Sol trailed slightly behind the state but outperformed LAUSD. The next step is for our students to consistently surpass the state. We outline our plan to get there in the “Challenges” section below.

Verified Data

Verified data is another measure of a charter school's academic performance. Verified data must come from one or more of the reading and math assessments identified by the State Board of Education as reliable in demonstrating whether students made one year's progress. These assessments include i-Ready, Measures of Academic Performance (“MAP”), and Star, which are commonly used by KIPP SoCal schools. To qualify as verified data, the assessment must also “include the results of *at least 95 percent* of eligible students.”

In 2023–2024, Sol implemented i-Ready assessments in reading and math. In the subsections below, we examine the results. The highlights are as simple as they are compelling:

- Last year’s i-Ready results show that our schoolwide population made more than one year of progress in reading
- Last year’s i-Ready results show that the majority of Sol’s student groups made one year of progress in reading

These results merit renewing Sol’s charter for another five-year term.

i-Ready Reading Growth

In 2023–2024, Sol implemented fall and spring i-Ready assessments to measure reading growth. i-Ready uses “typical growth” as the yardstick of students’ annual progress. Typical growth “provides a comparative — or normative — view of growth, answering how students are growing relative to comparable peers.”¹⁴ If the aggregation of students has a median percent progress toward typical growth of 100% or greater, then students have demonstrated one year of progress.¹⁵

The table below summarizes our school’s participation rates and median percent progress toward annual typical growth on our 2023–2024 i-Ready reading assessments:

*Sol’s Schoolwide and Student Group Performance on
2023–2024 i-Ready Reading Assessments*

| Student Group | Participation Rate | Median Percent Progress Toward Annual Typical Growth |
|----------------------------|---------------------------|---|
| Schoolwide | 99.6% | 100% |
| Latinx | 99.6% | 100% |
| Students With Disabilities | 100% | 156% |
| English Learners | 100% | 112% |
| Economically Disadvantaged | 99.5% | 93% |

¹⁴ California State Board of Education, May 2023 Agenda, Item #02, 30
<https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx>.

¹⁵ *Id.*

Sol’ 2023–2024 i-Ready assessments show that our school made one year of progress in reading. With 99.6% of students participating, our schoolwide median percent progress toward annual typical growth in reading was 100% — meeting the threshold for demonstrating one year of progress.

Even more impressively, the majority of our student groups made one year of progress in reading. 99.6% of Latinx students participated in i-Ready reading assessments, and their median percent progress toward annual typical growth was 100%. 100% of Students With Disabilities participated in i-Ready reading assessment, and their median percent progress toward annual typical growth was 156%. 100% of English Learners participated in i-Ready reading assessments., and their median percent progress toward annual typical growth was 112%. And 99.5% of economically disadvantaged students participated in i-Ready reading assessments, and their median percent progress toward annual typical growth was 93%, very close to achieving one year’s progress.

Last year’s i-Ready reading results are an encouraging sign that our school’s ELA achievement is trending upward. As detailed in the “Challenges” section below, our school has been working very hard to improve ELA outcomes across student groups. This i-Ready data shows that Sol is beginning to reap the hard-won fruits of our labor.

i-Ready Math Growth

In 2023–2024, Sol also implemented fall and spring i-Ready assessments to measure math growth. Just like its reading assessment, i-Ready uses “typical growth” as the yardstick of students’ annual progress. And, here again, if the aggregation of students has a median percent progress toward typical growth of 100% or greater, then students have demonstrated one year of progress.

The table below summarizes our school’s participation rates and median percent progress toward annual typical growth on our 2023–2024 i-Ready math assessments:

Sol’s Schoolwide and Student Group Performance on 2023–2024 i-Ready Math Assessments

| Student Group | Participation Rate | Median Percent Progress Toward Annual Typical Growth |
|----------------------------|--------------------|--|
| Schoolwide | 99.4% | 44% |
| Latinx | 99.4% | 44% |
| Students With Disabilities | 100% | 60% |
| English Learners | 100% | 21% |

| | | |
|----------------------------|-------|-----|
| Economically Disadvantaged | 99.3% | 33% |
|----------------------------|-------|-----|

Unfortunately, Sol’s schoolwide population did not meet i-Ready’s standard for “one year’s progress” in math. With 99.4% of students participating, our schoolwide median percent progress toward annual typical growth in reading was 44% — falling short of the threshold for demonstrating one year of progress.

Our student groups also did not meet i-Ready’s standard for one year’s progress. 99.4% of Latinx students participated in i-Ready math assessments, and their median percent progress toward annual typical growth was 44%. 100% of Students With Disabilities participated in i-Ready math assessment, and their median percent progress toward annual typical growth was 60%. 100% of English Learners participated in i-Ready math assessments, and their median percent progress toward annual typical growth was 21%. And 99.3% of economically disadvantaged students participated in i-Ready reading assessments, and their median percent progress toward annual typical growth was 33%.

On the whole, Sol is proud of the growth our students made in ELA, but we know more work lies ahead to improve our students’ math results. The California Dashboard highlights that Sol has an overall track record of exemplary ELA and math achievement. We know that we have what it takes to get our students to grade-level and beyond. In the “Challenges” section below, we outline our strategy to boost our students’ ELA and math outcomes.

Annual Oversight Ratings

Under Title 5 Section 11966.4 of the California Code of Regulations, LAUSD “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of [our school’s] future success.” To that end, we encourage the District to revisit the ratings we received in our annual performance-based oversight reports over the course of the charter term. The table below shows that LAUSD’s Charter School Division (“CSD”) has consistently rated Sol as 4 (“Accomplished”) or 3 (“Proficient”) in governance; organizational management, programs, and operations (“organizational management”); and fiscal operations.

Sol’s Oversight Ratings

| Oversight Category | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 | 2023–24 |
|----------------------------|---------|---------|---------|---------|-----------|---------|---------|
| Governance | 4 | 3 | 4 | 4 | 4 | 4 | 3 |
| Student Achievement | 4 | 3 | 3 | 4 | No Rating | 3 | 2 |
| Organizational Management, | 3 | 3 | 4 | 4 | 4 | 4 | 3 |

| | | | | | | | |
|------------------------|---|---|---|---|---|---|---|
| Programs, & Operations | | | | | | | |
| Fiscal | 3 | 3 | 2 | 3 | 4 | 3 | 4 |

It is worth noting the observations underlying Sol’s accomplished and proficient ratings in governance. In all but one year of our charter term, our school has received a 4 in governance, which signals that KIPP SoCal’s Board of Directors has “fully implemented the organizational structure set forth in [the] approved charter.” In other words, our strong governance record is proof that our school has systems of accountability, responsiveness, transparency, due process, and fiscal management.

Throughout most of our charter term, CSD has given Sol ratings of 4 or 3 in student achievement. In Sol’s most recent oversight report we received a 2 (“Developing”). However, as discussed elsewhere in this charter petition, Sol has developed a comprehensive improvement plan to meet the needs of our students and improve academic performance.

Likewise, when it comes to organizational management, we have consistently demonstrated that we have what it takes to serve our students and families well. Sol has maintained high ratings over our charter term. These high marks indicate that Sol has effective mechanisms in place to meet the needs of a diverse student population and engage the community through ELAC, family leadership opportunities, and community resources.

Overall, CSD has also given Sol high marks in fiscal operations. Here again, throughout Sol’s charter term CSD has consistently rated our school as 4 or 3. Our school received a rating of 2 (“Developing”) in fiscal operations in 2019–2020. But, as demonstrated by our subsequent high ratings in fiscal operations, organizational management, and governance, our school and KIPP SoCal responded swiftly to CSD’s feedback. Our overall record of high fiscal ratings shows that our school and KIPP SoCal are trustworthy stewards of public funds.

In sum, Sol’s excellent marks in oversight reviews indicate a high likelihood of future success. There is arguably no more objective measure of a charter school’s operations and finances than CSD’s annual performance-based oversight reports. And, by CSD’s own standards, Sol is well equipped to improve educational outcomes, overcome challenges, and assure future success.

Areas of Success

In addition to the successes noted in the “Community Need for a Charter School” section, we want to highlight the following areas of success during our charter term:

- Earning Recognition as a California Distinguished School
- Staying Committed to Anti-Racism

- Expanding KIPP Forward
- Launching our Mariachi Program
- Forging Partnerships with Advocacy & Community Engagement

In the subsections below, we describe these areas of success in more detail and how they make Sol a valuable asset to the East Los Angeles community.

Earning Recognition as a California Distinguished School

On March 18, 2021 the California Department of Education (“CDE”) identified Sol as a California Distinguished School. Sol received this recognition as a testament to our exceptional performance across key indicators such as test scores, suspension rates, and chronic absenteeism. State Superintendent of Public Instruction Tony Thurmond praised schools such as Sol as shining examples of California's dedication to delivering high-quality public education. According to Superintendent Thurmond, the data-driven efforts of these exemplary public schools “have helped ensure that their students leave with the tools and skills they need to be successful after graduation.”¹⁶ This recognition is a direct result of our successful implementation of the following key features of our educational program:

- **Developing Highly Skilled Teachers and Leaders** - Throughout our charter term, Sol invested in targeted professional development and coaching for our teachers. This investment included a differentiated approach for newer and more seasoned teachers. For example, newer teachers received professional development on honing their lesson planning and deconstructing standards. Meanwhile, our more experienced teachers and leaders received professional development aimed at sharpening their ability to analyze assessment data and act on the results. Our teachers and leaders also benefited from professional development tied to KIPP SoCal’s Standards for Excellent Teaching, which enumerate specific competencies and practices aimed at increasing academic rigor and student engagement. Our school leadership team regularly observed classrooms to provide teacher feedback on specific competencies within these standards such as lesson pacing, checks for understanding, and guided practice. All teachers and leaders had regular one-on-one check-ins with their managers, where they received feedback and support on classroom instruction. Our comprehensive approach to professional development and coaching was crucial in cultivating highly skilled educators and leaders that drive student outcomes.
- **Building a Safe, Structured, and Nurturing environment** - We have successfully built a safe, structured, and nurturing environment that actively promotes academic engagement. This accomplishment stems from equipping every teacher with KIPP SoCal’s Standards For Excellent

¹⁶ California State Board of Education, “State Superintendent Tony Thurmond Announces 2021 California Distinguished Schools,” (March 18, 2021), <https://www.cde.ca.gov/nr/ne/yr21/yr21rel20.asp>.

Teaching and targeted professional development focused on effective classroom structures. Our professional development program emphasized three core practices: (1) prominently displaying schoolwide expectations and values, (2) positively articulating and reinforcing desired student behaviors, and (3) clearly outlining classroom expectations. We then used a schoolwide six-week strong start initiative to ensure that our staff used common language, shared professional practices, and consistently adhere to schoolwide practices. These efforts provided stability and consistency — two crucial ingredients of academic success — to our classrooms and schoolwide environment.

- ***Focus on Character*** - Sol successfully implemented character education to empower our students to think critically, act responsibly, and collaborate with their peers. We zeroed in on five core values: advocacy, love, excellence, reflection, and *ganas*. Teachers prominently displayed these values in their classrooms to serve as a consistent visual reminder to students. We also embedded these values into our daily routine, using community time and assemblies to illustrate and reinforce their importance. Throughout the year, we celebrated students who embodied these values with award assemblies. This dedication to character education played a crucial role in nurturing a positive and collaborative school environment.

We are proud that Sol's successful implementation of key features culminated in recognition as a California Distinguished School. Sol's relentless commitment to these key features will continue to propel Sol forward in the years to come.

Staying Committed to Anti-Racism

To achieve our goal of creating joyful and academically excellent schools, KIPP SoCal and Sol have been steadfast in their commitment to becoming an anti-racist organization that champions equity and inclusion in all spaces. In pursuit of this mission, we rolled out our Anti-Racist Policy & Standards during the 2022–2023 school year. The policy outlined the specific actions our staff must take to advance educational justice in our classrooms and across the organization.

Anti-racism in the classroom was essential for guaranteeing that every student had equal access to opportunities. This approach went beyond just academic support — it also involved addressing the socioemotional needs of our students to help them truly thrive. Our strategy hinged on leveraging a network of resources, including family engagement, targeted interventions, counseling, and community partnerships, to provide comprehensive support. Additionally, we adopted a restorative approach to student behavior, focusing on building meaningful relationships and fostering open dialogue among students. This holistic method ensured that we were not just addressing immediate needs but also cultivating an environment where all students could succeed.

Another cornerstone of our anti-racist strategy was designing academic programming that went beyond rigor to actively empower students with the tools needed to critically engage with content. In social studies, for instance, we didn't just teach facts; we encouraged students to critically analyze historical

narratives, scrutinize biases, and challenge oppressive systems. This approach was aimed at helping students identify and confront anti-Blackness, not just within themselves, but also within the school and the broader community. By equipping students with these analytical skills, we are fostering a deeper understanding and commitment to dismantling systemic inequalities.

We also embedded anti-racism into our approach to teaching. At Sol, we emphasized a belief in the unlimited potential of every single student. Our training program was designed to be holistic, ensuring that teachers not only recognize systemic oppression but are also equipped to confront it. During the summer, our staff engaged in intensive anti-racism training that deepened their understanding of how systemic inequities impact the communities we serve and clarified our collective responsibility in addressing these issues.

Our commitment to anti-racism extended well beyond the classroom; it permeated every facet of our organization. For instance, everyone involved in the hiring process underwent anti-racist training to ensure that our recruitment practices were equitable and inclusive. At KIPP SoCal, we implemented policies and practices that prioritized the overall well-being of our team members. We consistently provided culturally relevant, values-aligned professional development that was accessible, equitable, and designed to foster collaboration and ongoing improvement. Achieving educational justice required us to work collectively to create environments where both students and staff felt safe and supported.

Expanding KIPP Forward

Throughout our charter term, KIPP Forward significantly expanded its services to support students and alumni on their path to and through college, career and beyond. Starting in middle school, our KIPP Forward team guided students in choosing high school options. Upon graduation, KIPP Forward counselors provided individualized support to our students as they explored college and career pathways. In 2017–2018, KIPP Forward served 3,500 students and alumni. By the 2023–2024 school year, we had grown to support 10,300 KIPP SoCal students and alumni.

KIPP Forward’s individualized support has resulted in increased college access for our students. 73% of KIPP SoCal’s 2023 graduates enrolled in postsecondary education — whether a Bachelor’s, Associate’s degree, or CTE/Military program — whereas the statewide average hovers around 60%.¹⁷ We are also proud of the vast array of colleges our Sol alumni have attended. Our graduates have enrolled at esteemed institutions such as: Columbia University, Dartmouth College, Barnard College, Pitzer College, Boston College, University of California Berkeley, University of California Los Angeles, California State University Fullerton, and Oregon State University.

Our KIPP Forward program not only broadened college access but also played a crucial role in securing financial support for our students. Every year, the KIPP Forward Scholarship Fund awarded thousands of

¹⁷ Iwunze Ugo, “College Access in California,” *Public Policy Institute of California* (December 2023), <https://www.ppic.org/publication/college-access-in-california/>.

dollars in scholarships to KIPP SoCal alumni entering their first year of college. These scholarships, ranging from \$500 to \$1,000, helped offset college expenses and support their educational journeys. KIPP Forward also guided our students in applying for external scholarships. Our external scholarship partners included: Amplify Scholars program, Dreamscape Scholars, Goldberg Scholars, Ruth and Norman Rales Scholars, Webb Scholars Program, and Dell Scholars program. Here at Sol, we were especially proud to celebrate Sol two alums, who each earned a \$60,000 scholarship from the Dave Goldberg Scholars Program for their exceptional leadership, resilience, and academic achievement.¹⁸ We were also proud to celebrate an alumnus who earned a full-tuition scholarship to Hobart & William Smith from the Posse Foundation for his exceptional leadership and academic achievement.

Once our students are in college, KIPP Forward continues to provide support to our alumni so they can graduate from college. In the 2023–2024 school year, KIPP Forward assigned a postsecondary success counselor to all alumni enrolled in a postsecondary program from the high school graduating classes of 2020 through 2023. Our counselors connected with alumni to ensure they had the resources needed to thrive and tackled any barriers they faced. For example, in the 2023–2024 school year, KIPP Forward provided over \$38,000 in micro-grant support to 103 alumni, covering expenses such as: tuition, textbooks, housing, technology, transportation expenses, and groceries. As of May 31, 2024, 85% of alumni enrolled in a postsecondary education program were either persisting towards their degree or had already completed it. This achievement underscored KIPP Forward’s unwavering commitment to equipping our students with the resources they need to succeed.

KIPP Forward was founded to provide our students with access to opportunities and resources. Sol, which is located in East Los Angeles, faces stark disparities: only 10.4% of residents hold a college degree; over 16.6% of residents live in poverty; and the median income is roughly \$65,142.¹⁹ By contrast, 37% of Californians have a college degree, 12% of Californians live in poverty, and the median income of Californians is \$91,551.²⁰ In the face of these economic disparities, a college education is crucial for breaking cycles of poverty and driving systemic change in our community. KIPP Forward is playing a game-changing role in addressing these barriers and opening the doors of opportunity for our students, their families, and our community.

Launching our Mariachi Program

KIPP Sol is also proud of the progress we made in launching our mariachi program. Sol is located in a community that is over 95% Latinx²¹ and we believe it is crucial that our enrichments reflect our students' culture.

¹⁸“Two scholars earn \$60,000 in assistance” *The Eastsider*, (June 25, 2024)

¹⁹See United States Census Bureau, Zip Code Tabulation Area: ZCTA5 90022, https://data.census.gov/profile/ZCTA5_90022?g=860XX00US90022#education.

²⁰See United States Census Bureau, Zip Code Tabulation Area: ZCTA5 90002, https://data.census.gov/profile/ZCTA5_90002?g=860XX00US90002

²¹ See United States Census Bureau, Zip Code Tabulation Area: ZCTA5 90022, https://data.census.gov/profile/ZCTA5_90022?g=860XX00US90022#education.

Sol started the mariachi program to celebrate and deepen students' connections to their cultural heritage. Over the course of our charter term, Sol's students have participated in numerous showcases for families and a variety of community events such as the East LA Independence Day Parade and the LA Dodger Foundation's Diamond Gala. Our students also performed in the annual Mariachi Festival at Mariachi Plaza in Boyle Heights and wore mariachi suits known as "trajes de charro" created by Boyle Heights' renowned tailor Jorge Tello. In 2019, our mariachi students were featured in a *Great Big Story*²² a documentary spotlighting Tello's exquisite suits and celebrating youth mariachis. More recently, on October 6, 2023, our students performed live on *Good Morning America* as part of their Latinx Heritage Month programming.²³ The mariachi program has not only provided a platform for our students to shine, but has also fostered a deep sense of community and pride. We eagerly anticipate the continued growth and impact of this program in the years ahead.

Forging Partnerships with Advocacy and Community Engagement

Advocacy and Community Engagement is an innovative component of Sol. We describe the goal and purpose of our Advocacy and Community Engagement efforts in greater detail in the "Innovative Components" section below. In short, though, KIPP SoCal's Advocacy and Community Engagement team partners with Sol and other KIPP SoCal schools to be active and trusted community partners who work to advance quality education and quality of life in our neighborhoods.

Over the charter term, our school's Advocacy and Community Engagement efforts have notched some notable successes. Highlights include:

- ***Partnering Up for Community Events*** - Sol has maintained partnerships with East LA Farmers Market and Belvedere Park. In 2024, we forged a partnership with Eastmont Community Center to join their East LA Farmers Market to engage with our community. Throughout the summer, our school staff hosted a series of arts and crafts activities, creating spaces for children and families to connect while also sharing insights into our educational programs. We are also active partners with Belvedere Park, ensuring we are always sharing the park's resources with our school community and participating in their monthly programming.
- ***Providing Free Dental Screenings to Students*** - Over the charter term, our school also brought dental services and resources directly to our families. We partnered with AltaMed to provide free dental screening and treatment onsite for students. In the future, we plan to open these dental clinics to the wider East LA community.

²² Great Big Story, "The Tailor to Mariachis," <https://www.youtube.com/watch?v=nXV7RWyegrc>.

²³ Jilian Fama, Danielle Librizzo, Kandis Mascal, and Laura Machuca Pacheco, "Celebrating Hispanic Heritage Month: Mariachi is the New Marching Band at Some Schools," *Good Morning America* (Oct. 6, 2023), <https://www.goodmorningamerica.com/living/story/celebrating-hispanic-heritage-month-mariachi-new-marching-band-103753687>.

- **Boosting Civic Engagement** - To boost civic engagement in East LA, we partnered with the LA County Registrar-Recorder office to host an on-site flex vote center during the March 2024 primaries. This initiative reflected our commitment to fostering an informed and active electorate. Looking ahead, we are eager to continue this partnership and will host another flex center for the upcoming general election in November 2024. We always look forward to our East LA neighbors visiting our campus, engaging with the electoral process, and staying informed as we work together to strengthen our democracy.
- **Connecting Families to Community Resources** - Sol has also been steadfastly committed to integrating community partners into our family programming to inform our school community of the resources available to them. For example, we included our community partners during summer programming, such as our open-house and back-to-school night, which allowed our community partners to engage directly with our families. Our community partners have included: the LA County Department of Mental Health, East LA Women's Center, Whittier Community Center, LA Care Community Center, East LA Library, Alma Family Services, AltaMed, Chase Bank, and various high-school partners.
- **Celebrating Mexican Independence with the East LA Community** - Sol is proud to be an active participant of the annual East LA Mexican Independence Parade. In 2023, we returned to the parade with a team of 30 students and staff, marching alongside our fellow KIPP SoCal schools in East LA and Boyle Heights. This tradition highlights our commitment to strengthening community bonds and celebrating the rich culture of our city. This year, in 2024, we were excited to expand our involvement by hosting a civic ceremony with the Mexican Civic Patriotic Committee Inc. before the parade started. Following the ceremony, our staff and students from across East LA and Boyle Heights joined the parade, continuing our tradition of community engagement. The event also typically features a notable array of civic leaders, including L.A. County Supervisor Hilda Solis, diplomats from Mexico, Japan, and Spain, and officials from the California Highway Patrol, Los Angeles County Sheriff, and the Los Angeles Police Department, and LAUSD School Board Member Rocío Rivas, alongside other local, state, and federal representatives.
- **Securing Community Schools Implementation Grant** - Thanks in part to the community engagement work highlighted above, the CDE awarded a Community Schools Implementation Grant to KIPP Sol Academy. The grant will provide \$1.425 million over the course of five years, approximately \$300,000 annually, to organize community resources and improve student outcomes. In the years ahead, our school will leverage existing community resources and expand our efforts by: (1) strengthening family and community engagement; (2) hiring additional staff to provide intervention and increase community services; (3) increasing enrichment opportunities; and (4) building a school-based advisory committee to oversee implementation and effectiveness.

Our school's Advocacy and Community Engagement work has also forged partnerships with an array of local organizations and leaders, including:

- Berenice Nuñez Constant, *AltaMed Health Services, Senior Vice President, Government Relations and Civic Engagement*
- Carlos Vaquerano, *Chief Executive Officer, Clínica Monseñor Oscar A. Romero*
- Linda Quilizapa, *Education Liaison, Los Angeles County Department of Public Health*
- Maritza Contreras, *Community Outreach Liaison, Kids Dental Place*
- Iris Gomez, *Manager, Community Resource Center (East L.A.)*
- Adrian Mancilla, *Director of Youth Development Services, Alma Family Services*

All of the local organizations and leaders listed above have signed letters of support that our school can provide to LAUSD upon request.

The successes of our Advocacy and Community Engagement efforts — and the deep partnerships that have resulted — are proof of Sol's deep commitment to East Los Angeles. It is in the best interest of our students, families, and community to keep these bonds alive.

Areas of Challenge

Every public school faces areas of challenge, and Sol is no exception. Over the last charter term, which stretches back to 2017–2018, our school has contended with:

- Weathering the Impact of Covid-19
- Reducing Chronic Absenteeism
- Improving Math Achievement
- Improving ELA Achievement

In the subsections below, we describe these areas of challenge and how our school has improved or will improve in the years ahead:

Weathering the Impact of Covid-19

On Friday, March 13, 2020, KIPP SoCal followed LAUSD in announcing the shutdown of all school sites due to the public health emergency of Covid-19. The following Monday, all KIPP SoCal school sites transitioned to distance learning. Sol and other KIPP SoCal schools moved swiftly to distribute food, Chromebooks, hotspots, and other resources our students needed for remote instruction.

The pivot to remote instruction was unprecedented, and public schools were forced to learn and adapt, rather than relying on tried-and-true pedagogical practices. It took time for us to fully understand what families and students needed for optimal remote learning. Parents needed advice on creating an at-home learning environment for students. Teachers came to realize that students needed proper headphones to maintain their focus. And, as to be expected when distributing technology at mass scale, students sometimes needed laptop and hotspot repairs and replacements.

Remote instruction also made it challenging for our teachers to target their students' needs. In a normal classroom setting, teachers can easily pull students for small-group or one-on-one instruction. But Zoom instruction was mostly whole-group, with few opportunities for small-group instruction. When it came to remote literacy instruction, students missed the frequent feedback, high-quality guided reading, and well-stocked libraries that come with in-person instruction. Similarly, in math, students lost the multiple at-bats for skill development that occur in a traditional classroom. Remote learning also forced us to pare down synchronous (i.e., live) reading and math lessons to 40 minutes (with additional instruction delivered asynchronously).

Then, there were instances where instruction collided with the pandemic head on. The communities surrounding Sol were some of the hardest hit by Covid-19. Infection rates across East Los Angeles exceeded 600 infections per 100,000 people, the highest rates in all of Los Angeles County.²⁴ Residents of low-income communities in East Los Angeles had a Covid-19 mortality twice as high as Angelenos in wealthier areas.²⁵

Families in our community bore the brunt of Covid-19. Many of our families hold jobs that required them to work in person, where they risked exposure to the virus. Many of our families also live in neighborhoods with more overcrowding which had the highest Covid-19 death rates.²⁶ This meant when family members got sick, the virus rippled through the household, impacting our students' ability to get to school, and ultimately making our students sick themselves.

When public schools reopened in 2021–2022, KIPP SoCal and Sol developed strict protocols to keep our students safe. We required face masks and daily Covid-19 testing. We installed plexiglass at students' desks and created cohorts of students in each homeroom to limit in-person contact. But despite our best efforts, Sol had to contend with repeated resurgences of Covid-19. By December 1, 2021, Southern

²⁴ Tony Barboza, Ben Poston and Ryan Menezes, "Coronavirus ravages poorer L.A. communities while slowing in wealthier ones, data show," *Los Angeles Times* (May 28, 2020), <https://www.latimes.com/california/story/2020-05-28/coronavirus-surge-in-poor-l-a-county-neighborhoods-reveals-two-americas>.

²⁵ Jacqueline Garcia, "People in poor areas of L.A. are infected and dying at twice the rate of wealthier neighborhoods," *CalMatters* (Sept. 29, 2021), <https://calmatters.org/california-divide/2020/05/poor-los-angeles-are-infected-and-dying-at-twice-the-rate/>.

²⁶ See Karen Kaplan, "Coronavirus Today: How L.A.'s sprawl fueled COVID deaths," *Los Angeles Times* (Nov. 1, 2022), <https://www.latimes.com/science/newsletter/2022-11-01/coronavirus-today-los-angeles-overcrowding-covid-deaths-coronavirus-today>; Brittney Mejia, Liam Dillon, Gabrielle LaMarr LeMee, and Sandhya Kambhampati, "L.A.'s Love of Sprawl Made It America's Most Overcrowded Place. Poor People Pay a Deadly Price," *Los Angeles Times* (Oct. 19, 2022), <https://www.latimes.com/california/story/2022-10-19/los-angeles-history-overcrowding-united-states>; Tim Arango, "We Are Forced to Live in These Conditions': In Los Angeles, Virus Ravages Overcrowded Homes," *New York Times* (Jan. 23, 2021), <https://www.nytimes.com/2021/01/23/us/los-angeles-crowded-covid.html>.

California had the highest rates of Covid-19 cases in California, recording 10,103 coronavirus cases per 100,000 people.²⁷

Our team never backed down from these challenges. We called absent students every day; we held problem-solving conversations with families; we provided links to recordings of live instructional sessions; and we made virtual home visits. But, no matter how hard we tried, it could never be enough to sustain typical growth in such an atypical year. With so many families getting sick, and with so much learning left unfinished, we feared that our school — and public schools across the nation — would see dramatic declines in academic performance.

Sadly, these declines began taking shape in 2021. That summer, McKinsey & Company analyzed 2020–2021 i-Ready assessments from across the country. Their analysis found that the average student fell five months behind in math and four months behind in reading. Even worse, their analysis showed that the pandemic pushed the average Black and Latinx student six months behind in math, and five-to-six months behind in reading.²⁸ Around the same time, NWEA, whose MAP assessments are widely used across the country, released a similarly distressing report. It found that: (1) spring 2021 student achievement was lower than spring 2019 student achievement; (2) the largest dips in student achievement came in math; and (3) students from historically marginalized communities had larger declines in math and reading than their more advantaged peers.²⁹ The National Assessment for Educational Progress (“NAEP”) brought more bad news in the fall of 2022. It revealed that, over the course of the pandemic, the average eighth grader dipped three points in reading and eight points in math. It was the lowest reading performance that eighth graders had posted since 1992, and the lowest math performance that they had posted since 2002.³⁰

This data foreshadowed our school’s declines on the 2021–2022 Dashboard. Our schoolwide DFS in math fell sharply from 5.5 to -65, and in ELA, it dropped from 28.6 to -9.4. The pandemic didn’t just disrupt student learning; it delivered a profound setback to student achievement.

It also changed the culture of school attendance. Even with the worst of the pandemic behind us, reports from across the country suggest that “[more] than ever, children and parents have been deciding it’s OK to stay home.”³¹ As we discuss below, our school — and public schools across the country — have seen unprecedented rates of chronic absenteeism. In 2021–2022, the year students returned to classrooms, our chronic absenteeism reached 37.9%. And, in 2022–2023, our chronic

²⁷ Luke Money, Sean Greene, “Omicron deaths and cases hit Southern California harder than rest of state,” *Los Angeles Times* (March 18, 2022), <https://www.latimes.com/california/story/2022-03-18/omicron-deaths-cases-hit-southern-california-hardest-in-state>.

²⁸ Emma Dorn, Bryan Hancock, Jimmy Sarakatsannis, and Ellen Viruleg, “Covid-19 and education: The lingering effects of unfinished learning,” *McKinsey & Company* (July 27, 2021), <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>.

²⁹ Karyn Lewis, Megan Kuhfeld, Erik Ruzek, and Andrew McEachin, “Learning During Covid-19: Reading and math achievement in the 2020–21 school year,” NWEA Research (July 2021), 3–6, <https://www.nwea.org/content/uploads/2021/07/Learning-during-COVID-19-Reading-and-math-achievement-in-the-2020-2021-school-year.research-brief-1.pdf>.

³⁰ The Nation’s Report Card, “Reading Highlights,” <https://www.nationsreportcard.gov/highlights/reading/2022/>; The Nation’s Report Card, “Mathematics Highlights,” <https://www.nationsreportcard.gov/highlights/mathematics/2022/>.

³¹ Jocelyn Gecker, Veronica Roseborough and Howard Blume, “1.45 million California students are chronically absent. Can recess and cash get them back?,” *Los Angeles Times* (Aug. 15, 2024), <https://www.latimes.com/california/story/2024-08-15/1-4-million-california-students-are-chronically-absent-could-recess-and-cash-bring-them-in>.

absenteeism stood at 29.7%, which was slightly better than previous year, but relatively high historically. This surge in absences has made it even harder for students to recover academically.³²

Four years into the pandemic, our school is still dealing with the blowback. In the subsections below, Sol provides its plans for meeting the challenges that emerged from Covid-19: reducing chronic absenteeism, improving ELA achievement, and improving math achievement.

Reducing Chronic Absenteeism

At the beginning of our charter term, Sol consistently had lower rates of chronic absenteeism than the state. Starting in 2017–2018, Sol’s had a chronic absenteeism rate of 4.2%. Even more impressively, the following year, our school decreased chronic absenteeism further to 3.4%.

Unfortunately, our school’s chronic absenteeism increased dramatically in the midst of the pandemic. In 2021–2022, our chronic absenteeism peaked at 37.9%. The subsequent year, our chronic absenteeism rate decreased to 29.7%, which is still higher than our pre-pandemic averages. These levels of chronic absenteeism are incompatible with our mission.

Simply put, to make meaningful gains in math and reading, we need students to be in attendance. Therefore, in collaboration with KIPP SoCal, Sol adopted an attendance improvement plan with four key strategies:

- **Start Strong** - The first strategy will be to start strong with all families and students. Starting the school year with clear planning, expectations, and procedures in place for all stakeholders will promote successful implementation of this attendance strategy throughout the school year. This will mean touching base with families over the summer; having conversations with families about attendance during beginning-of-year meetings; relaying the importance of attendance in family communications; winning team investment through beginning-of-year professional development on attendance; identifying students at risk of chronic absenteeism in month one; and incentivizing good attendance.
- **Prevention & Investment** - The second strategy will be prevention and investment. Prevention efforts will be geared toward all students and encourage strong attendance and prevent students from becoming chronically absent. To this end, Sol will implement schoolwide incentives and events (e.g., random drawings for prizes, pizza party, holiday treat bags, attendance awards, grade-level and homeroom competitions) for students that meet their attendance targets. Sol will partner with families by communicating information about attendance in meetings and family bulletins. Sol will also meet with families approaching or at-risk for chronic absenteeism to identify root causes and develop a plan of action.

³² See Nat Malkus, “Long Covid for Public Schools: Chronic Absenteeism Before and After the Pandemic,” American Enterprise Institute (Jan. 2024), 3, available at <https://www.aei.org/research-products/report/long-covid-for-public-schools-chronic-absenteeism-before-and-after-the-pandemic/>.

- **Attendance Support Team** - The third strategy will be our Attendance Support Team (“AST”). The AST will be a cross-functional team that meets biweekly to review attendance systems, monitor attendance data outcomes, assign action steps such as tiered outreach, and generally ensure that student attendance is prioritized. The AST will include the school leader, a member of the school’s leadership team, business operations manager, registrar, and counselor.
- **Targeted Outreach** - The fourth strategy will be targeted outreach. Our team will use the following tiered intervention approach to target students approaching chronic absenteeism and chronically absent students:
 - **Tier-I Interventions** - Tier-I interventions will be universal and ongoing schoolwide efforts to support students’ attendance. At this stage, our registrar will focus on building relationships with families and introducing themselves as the attendance point person. The registrar will make daily personalized phone calls to students and their families, with the primary goal of noting the reason for absence and encouraging return to school as soon as possible. Teachers will back up the registrar’s efforts with text messages or phone calls to check in on students who are 3–5% absent from their homeroom on a weekly basis.
 - **Tier-II Interventions** - Tier-II interventions will target students who have: (1) three consecutive absences; (2) five total absences; or (3) three or more absences within the first four-to-six weeks of school. At this stage, an Ops team member, counselor, or preferably a teacher will make an exploratory phone call to the family. The primary goal of that call will be to determine the root cause of absences and have an open discussion on challenges and next steps. The team member may conduct additional outreach by sending a letter to the family via ParentSquare or postal mail, with the primary goal of increasing the family’s understanding of how absences are impacting the student and the school. If necessary, the AST will also loop in a SpEd program specialist, 504 liaison, or school counselor if a referral or additional support is needed.
 - **Tier-III Interventions** - Tier-III interventions will be applied to students who have received Tier-I and Tier-II interventions and reached eight or more total absences. Tier-III will be intended to be a menu of options, rather than prescribed steps that must be followed in sequential order. The outreach strategy selected from this menu of options should be based on the root cause(s) for absences. These strategies will include:
 - **Multi-Family Attendance Meeting** - In cases where no specific or consistent root cause can be identified but absences persist, it may be appropriate for the School Leader or another leadership team member to conduct a multi-family attendance meeting. The primary focus for these families will be on investment and re-commitment to student attendance. The meeting will not be intended to

publicly shame families but rather to bring families together who have potentially similar challenges.

- Single Team Member Approach - In some cases, the root cause may require a single team member meeting with the family. If so, this meeting should be led by a member of the AST (or other assigned team member). The primary goal will be to further explore the root cause of absences, identify the specific barriers in getting to school, and provide concrete support/resources to the family.
- Team Approach - In other cases, the root cause may require a team approach. So another option for Tier-III intervention will be a small group of team members meeting with the family. The primary goal of the team approach will be to bring together the 'wrap around' team for support and implementation of accommodations and interventions.
- Referral to Student Support & Progress Team ("SSPT") - Another option for Tier-III intervention will be referral to the SSPT. In the context of improving attendance, students will be prioritized for SSPT if: (1) there are multiple root causes that require a team approach; (2) there are no specific or consistent root causes and the student's attendance did not improve following the multi-family attendance meeting; or (3) the student is at-risk of grade-level retention due to the impact absences on academic performance. The SSPT will aim to identify a goal and specific interventions to support the student. An assigned AST member will join the SSPT meeting(s) to provide the attendance data, post outreach efforts, and document action and next steps in the AST agenda.
- Tier-IV Interventions - Tier-IV interventions will be implemented when: (1) students have missed more than 10 days of school and received Tier-I through Tier-III interventions; or (2) students have been absent and unresponsive to attempts to make contact for five consecutive school days. Tier-IV intervention will take the form of an attendance check in which members of the AST (or another school team member) conduct a visit with the family outside of school. The primary goal is to build trust and rapport with families from a family-centered, strengths-based perspective in a location that is safe and comfortable for the family to reconnect with students in a meaningful way.

Internal data shows that these strategies are making headway. Last year, our chronic absenteeism decreased to 25.7%, a year-to-year improvement of four percentage points. Progress is always welcome, but our team knows that more progress is required. Our big goal is to reduce chronic absenteeism to the pre-pandemic statewide averages.

Improving ELA Achievement

Another challenge has been the pandemic's disruption to ELA achievement. Prior to the pandemic, Sol posted exemplary ELA results, with a DFS of 29.5 in 2017–2018 and 28.6 in 2018–2019. The year our students returned from distance learning, however, our schoolwide ELA achievement dipped to a DFS of -9.4. Then, in 2022–2023, ELA achievement dipped again, with our school posting a DFS of -21.4.

In response, our team immediately began laying plans to improve ELA achievement. On June 21, 2024, KIPP SoCal's governing board formally approved the latest iteration of our plan to improve performance. The plan provides a detailed outline of actions that our school has taken or will take to improve ELA achievement across student groups. These actions include:

- **Responding Effectively and Intentionally to Data** - Since the 2022–2023 school year, Sol has been working to reestablish data collection systems that were thrown off course by the pandemic and the staffing changes that came with it. During the 2024–2025 school year, Sol will respond effectively and intentionally to data in four ways. First, school leadership will set clear expectations for strategic groupings in our daily 30-minute intervention block to ensure that all students with below-grade-level proficiency (as measured by i-Ready data) have regular access to small-group ELA instruction. Second, teachers will use i-Ready's skill-based lessons to target student needs in an individualized and strategic way. As part of this effort, Sol will fully train and support teachers in the skills needed to leverage formative-assessment data to assign targeted lessons. Third, Sol will create consistent structures within teacher content-team meetings, grade-level team meetings, and leadership team meetings for data analysis and response planning. And fourth, Sol will add the DIBELS assessment for 5th graders in order to create more targeted, data-driven intervention plans for students with significant gaps in early literacy skills.
- **Strengthening Consistency and Quality of Instructional Coaching** - Sol will also take the following steps to strengthen consistency and quality of instructional coaching:
 - **Applying Learnings From Research For Better Teaching** - In 2022–2023, Sol's instructional coaches began receiving professional development from Research For Better Teaching ("RBT") to refine their skills in (1) helping teachers understand what is and isn't working in their classrooms, and (2) focusing feedback on improving student outcomes. By the end of 2023–2024, all of Sol's instructional coaches had received professional development on RBT, which means that 2024–2025 will be the first year that all instructional coaches share this foundation. In ELA, we are hoping that RBT will lead to an aligned approach to instructional coaching that is grounded in research-based best practices focused on the highest leverage instructional coaching moves. Our instructional coaches will continue receiving support from RBT through 2025–2026. At that point, KIPP SoCal will determine if the partnership with RBT is effectively driving outcomes.
 - **Observing Teachers and Providing Feedback** - In the past, Sol had a longstanding practice of observing teachers once or twice per week. In the 2024–2025 school year, the school

leadership team will restore this practice, with a renewed focus on using student outcomes to adjust instruction. As part of this effort, beginning in the 2024–2025 school year, instructional leaders will create a unified instructional coaching schedule to ensure that instructional coaching time is protected. In addition, a school leadership team member will work with the ELA lead to develop an aligned content-area vision, structures for the ELA content team, and protocols for analyzing i-Ready diagnostic data to identify students’ conceptual gaps. The school leadership team member will conduct walkthroughs of ELA classrooms in support of those efforts. The school leadership team member will also receive support from KIPP SoCal’s Teaching & Learning team in launching school-based ELA content teams where teachers can work together in implementing feedback.

- **Building ELA and EL Content Expertise Among Teachers and Leaders** - Sol has taken and will continue to take steps to build ELA and English Learner (“ELs”) content expertise among teachers and leaders:
 - **Implementing a Standardized Internalization Protocol** - In 2023–2024, our school collaborated with KIPP SoCal’s Teaching & Learning team to implement a standardized internalization protocol across the school. As part of this effort, school leadership and teachers participated in foundational development in objectives and criteria for success. This year, the updated internalization protocol will include specific space for thinking through targeted ELA support for ELs. To further support this effort, school leadership will receive professional development and coaching in the lesson cycle, feedback, questioning, and differentiation — all with the aim of clear alignment on expectations. Faithful implementation of a standardized internalization protocol will be integral to accomplishing our five-year goals for ELA achievement.
 - **Implementing a Year-Long Teacher Development Scope and Sequence** - In 2024–2025, school leadership will create and enact a year-long teacher development scope and sequence, including whole-school professional development, school-based content team meetings, and individual coaching to develop teachers’ planning and preparation in lesson cycles, feedback, questioning, and differentiation. Sol’s leadership team will continue this practice through 2028.
 - **Leveraging Support From KIPP SoCal’s Teaching & Learning Team** - KIPP SoCal’s Teaching & Learning team — including ELD Specialist Marianne Perez — will continue supporting Sol’s school leadership by co-observing ELA classrooms and co-planning professional development. KIPP SoCal’s Teaching & Learning team will also observe school leadership in preparation meetings, coaching, and professional-development sessions. Their feedback will be aligned to Sol’s internalization protocol. These targeted supports will continue to be in place until outcomes improve.

- *Participating in KIPP SoCal's Regional ELA Content Team* - Sol's school leadership and teachers will continue participating in KIPP SoCal's regional content team, where they: (1) deconstruct standards and assessments, (2) determine the content and skills students need to know and do, and (3) analyze student work within a grade level to plan instruction. In addition to ELA Content Team meetings, KIPP SoCal will continue leading content team meetings for designated ELD. The skills and practices learned in these meetings will build transferable skills in teaching standards, upholding rigor, and aligning lessons to unit goals.
- *Leveraging ELA Content Expertise on Staff* - In addition to leveraging KIPP SoCal's ELA expertise, Sol will leverage the ELA expertise of its own staff. In 2023–2024, our school hired an ELA intervention teacher. We also began the work of strengthening accountability systems for independent reading and reestablishing *Accelerated Reader* as our way of tracking and measuring words read by students. Starting in 2024–2025, we will turn our attention to improving collaboration between our ELA intervention teacher and our ELA classroom teachers, with a specific focus on addressing fifth- and sixth-grade students' foundational reading needs. We will also aim to make accountability systems for independent reading consistent across grade levels.
- *Increasing Student Attendance* - Sol is striving to increase student attendance. In 2023–2024, Sol instituted an Attendance Support Team ("AST") consisting of school leadership, operations team members, and counselors. They will continue meeting biweekly to analyze attendance data and create an individualized approach for every student who is at-risk of becoming chronically absent. After identifying students in need of comprehensive attendance support, the AST will reach out to families to inform them about the negative academic impact of low attendance, discuss barriers to regular attendance, and identify next steps to support regular attendance. This work will be especially urgent for supporting SWD. In 2022–2023, 40.3% of them were chronically absent, nearly 11 percentage points higher than the schoolwide average. The AST's work will continue and adapt as necessary through 2028. Sol expects that improved attendance will lead to improved outcomes in ELA.
- *Developing Teachers in Designated ELD Curriculum* - As discussed above, in 2023–2024, teachers who teach designated ELD started participating in ELD content team meetings that support effective implementation of the *English 3D* curriculum. Teachers also began collaborating with KIPP SoCal's ELD Specialist and Sol's EL Coordinator in strategically grouping students for designated ELD by proficiency level, with the aim of ensuring that students received support aligned to their needs in language development. Starting in 2024–2025, school leadership will conduct walkthroughs of designated ELD instruction to monitor progress and provide feedback that will inform teachers' practice. This practice will continue over the course of the next charter term.

We are proud to say that our plan to improve ELA performance is making headway. As discussed in the

“Verified Data” section above, our 2023–2024 i-Ready reading results show that our whole school and the majority of student groups made more than one year of progress. Here are our topline results:

- Our schoolwide median percent progress toward annual typical growth was 100%
- Latinx students posted a median percent progress toward annual typical growth of 100%
- Students With Disabilities attained a median percent progress toward annual typical growth of 156%
- English Learners secured a median percent progress toward annual typical growth of 112%

These i-Ready reading results present a compelling case for renewing Sol’s charter for another five-year term. More to the point, these results show that our team has what it takes to make to get strong year-to-year growth.

Improving Math Achievement

The pandemic also disrupted math achievement. As the tables above show, math achievement declined in the pandemic’s wake. Our schoolwide average DFS dropped to -145.7 in 2021–2022. By 2022–2023, our schoolwide average DFS in math improved to -136.4, which is still behind our pre-pandemic averages.

As with ELA, our team moved swiftly to correct course. Our school’s plan to improve performance — which was formally approved by KIPP SoCal’s governing board — dedicated an entire section to improving math achievement across student groups. Some of these actions were put in motion as early as 2021–2022, while others have been put in motion in response to more recent data. These actions include:

- ***Responding Effectively and Intentionally to Data*** - As with ELA, Sol will take a multi-pronged approach to responding effectively and intentionally to math achievement data. First, just as we will do in ELA, school leadership will set clear expectations for strategic groupings in a daily 30-minute intervention block to ensure that all students with below-grade-level proficiency have regular access to small-group math instruction. Second, Sol’s teachers will use i-Ready’s skill-based lessons to target student needs in math in an individualized and strategic way. To support their efforts, our school will provide training and support to teachers in the skills needed to leverage formative-assessment data to assign targeted lessons. And third, Sol will create consistent structures within math content-team meetings, grade-level meetings, and leadership team meetings for data analysis and response planning. Our team anticipates that responding effectively and intentionally to data will be especially impactful in math. Unlike in ELA, where literacy skills are tightly intertwined and sequentially built upon, many math skills are often more isolated from one another. In other words, it is often the case that students don’t

understand a specific math topic, but they understand other math topics that come before and after. Therefore, timely responses to gaps in their math knowledge can make a big impact quickly.

- **Strengthening Consistency and Quality of Instructional Coaching** - Sol will continue strengthening consistency and quality of instructional coaching in math. Here are the specific actions that we have taken and will take:
 - **Applying Learnings From Research For Better Teaching** - As discussed above, Sol's instructional coaches began receiving professional development from Research For Better Teaching ("RBT") in 2022–2023. In 2023–2024 and the years ahead, RBT will continue being a valuable resource for helping our teachers refine their skills in (1) understanding what is and isn't working in their classrooms, and (2) focusing feedback on improving student outcomes. In math specifically, RBT will push our teams to identify high-impact instructional levers, with a focus on strong lesson objectives and differentiated coaching that meets the needs of newer teachers learning to improve instructional clarity. Our instructional coaches will continue receiving support from RBT through 2025–2026. At that point, KIPP SoCal will determine if the partnership with RBT is effectively driving outcomes.
 - **Observing Teachers and Providing Feedback** - As discussed above, Sol previously had a longstanding practice of observing teachers once per week. In the 2024–2025 school year, the school leadership team will restore this practice — not just in ELA, but in math as well. The school leadership team will bring a renewed focus to using student outcomes to adjust instruction. Similar to the approach in ELA, instructional leaders will create a unified instructional coaching schedule for math. Our School Leader — who is an experienced math teacher herself — will work with our math content lead to develop an aligned math vision, structures for the math content team, and protocols for analyzing *i-Ready* diagnostic data to identify students' conceptual gaps. She will conduct walkthroughs of math classrooms in support of these goals. And she will conduct walkthroughs of pull-out and push-in special-education instruction, where 28 of our 64 Students With Disabilities are also identified as ELs.
- **Building Math and EL Content Expertise Among Teachers and Leaders** - Similar to our action plan in ELA, Sol must also build content and EL expertise among teachers and leaders in math. This action is also necessary because of the significant overlap between our EL and SWD populations. Therefore, our action plan includes:
 - **Implementing a Standardized Internalization Protocol** - In 2023–2024, our school collaborated with KIPP SoCal's Teaching & Learning team to implement a standardized internalization protocol that took into account the needs of SWD. As part of this effort, school leadership and teachers participated in foundational development in objectives

and criteria for success. Next year, the updated internalization protocol will include specific space for thinking through targeted math support for ELs. To further support this effort, school leadership will receive professional development and coaching in the lesson cycle, feedback, questioning, and differentiation — all with the aim of clear alignment on expectations. Faithful implementation of a standardized internalization protocol will be integral to accomplishing our five-year goals for math achievement. Due to the newness of Sol's math teaching team, internalization of the new curriculum will be especially important. The internalization protocol not only supports effective implementation of Tier-1 academic supports that are often novel to new teachers, but also supports teachers in identifying needs for individual student groups and creating intervention plans for those student groups. Sol's standardized internalization protocol will continue to be in place over the next charter term.

- *Implementing a Year-Long Teacher Development Scope and Sequence* - As with ELA, in 2024–2025, school leadership will create and enact a year-long teacher development scope and sequence in math, including whole-school professional development, school-based content team meetings, and individual coaching to develop teachers' planning and preparation in lesson cycles, feedback, questioning, and differentiation. Sol's leadership team will continue this practice through 2028.
- *Leveraging Support From KIPP SoCal's Teaching & Learning Team* - KIPP SoCal's Teaching & Learning team will support Sol's school leadership by co-observing math classrooms and co-planning professional development. Similar to our approach in ELA, KIPP SoCal's Teaching & Learning team will also observe school leadership in preparation meetings, coaching, and professional-development sessions for math instruction. Their feedback will be aligned to Sol's internalization protocol. These targeted supports will continue to be in place until outcomes improve.
- *Participating in KIPP SoCal's Regional Math Content Team* - As mentioned above, Sol's school leadership and teachers will continue participating in KIPP SoCal's regional content team, where they: (1) deconstruct standards and assessments, (2) determine the content and skills students need to know and do, and (3) analyze student work within a grade level to plan instruction. We anticipate that this work in regional content team meetings will continue for the duration of our next charter term. Additionally, KIPP SoCal's Teaching & Learning team will assist Sol in launching school-level math content teams aligned to their internalization protocol. The Teaching & Learning team's support will include helping Sol re-establish math content team meetings and model content team meetings. We Teaching & Learning team's support with launching school-level content teams will likely continue through 2026.
- *Planning Strategically to Address Staffing Needs* - Sol has experienced challenges in hiring credentialed math and science teachers due to the teacher shortage. To address these staffing

shortages, Sol will continue to core fifth grade in order to expand the talent pool to include teachers with multiple-subject credentials. This will allow for flexibility in hiring to find the highest quality teacher possible, while also creating a more fluid transition for our fifth-grade students and families, who are transitioning from one self-contained teacher in fourth grade. We will continue this practice of coring as long as necessary to meet the needs of students.

- **Increasing Student Attendance** - As discussed above, Sol is striving to increase student attendance. In 2023–2024, Sol instituted an Attendance Support Team (“AST”) consisting of school leadership, operations team members, and counselors. They will meet biweekly to analyze attendance data and create an individualized approach for every student who is at-risk of becoming chronically absent. After identifying students in need of comprehensive attendance support, the AST will reach out to families to inform them about the negative academic impact of low attendance, discuss barriers to regular attendance, and identify next steps to support regular attendance. This work will be especially urgent for supporting SWD. In 2022–2023, 40.3% of them were chronically absent, nearly 11 percentage points higher than the schoolwide average. The AST’s work will continue and adapt as necessary through 2028. Sol expects that improved attendance will lead to improved outcomes in math.
- **Strategically Leveraging EL Curricular Resources** - We want to ensure that our ELs are accessing the math curriculum. Therefore, beginning in 2024–2025, Sol will support teachers and leaders in developing their knowledge of language resources embedded in the *Ready Mathematics* curriculum. To that end, instructional team members will participate in a combination of regionally led content team meetings, instructional coaching, and school-based professional development sessions that focus on implementation of lesson internalization structures, use of integrated ELD strategies, and use of specific curricular tools that support mathematical discourse. School leadership will conduct walkthroughs focused on integrated ELD supports in math and provide feedback to inform teacher practice. These EL-focused walkthroughs will take place at least once a quarter alongside individualized coaching that supports teachers with planning and executing strategies that will occur at least monthly. Sol anticipates that these walkthroughs will continue through 2028.
- **Strengthening GenEd Classroom Push-in Support for Students With Disabilities** - In 2024–2025, the SpEd team will strengthen its push-in support for SWD to ensure they can access the math curriculum. First, our SpEd teachers will lesson plan for math push-in services a week prior and ensure they follow the general-education (“GenEd”) scope and sequence for the push-in/pull-out model. Then SpEd teachers and GenEd teachers will co-internalize upcoming lessons to ensure appropriate IEP accommodations, scaffolds, and supports during math lesson delivery. To further these efforts, SpEd and GenEd teachers will analyze math assessment data during common planning time. The SpEd program specialist and school administrator will conduct walkthroughs to monitor RSP math push-in services and provide feedback. Our school anticipates that these supports will continue through 2028.

Student Population to Be Served

The subsections below describe Sol’s target population and provide an enrollment rollout plan for the proposed charter term.

Target Student Population

Sol will enroll 485 students in grades 5–8. Given our location, we anticipate that our school will primarily serve students in East Los Angeles and surrounding communities.

Sol will be located in the 90022 zip code. The U.S. Census Bureau reports that 64,517 people live in the area. 95.7% of residents identify as Hispanic or Latino. 16.6% of residents live in poverty, which is about five percentage points higher than California’s poverty rate. 10.4% of residents hold a bachelor’s degree or higher, as compared to 37.5% of Californians.³³

As a public school, Sol will be tuition-free and admit any student in grades 5–8, regardless of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristics of any protected class, including immigration status. While our school will be open to any and all of the aforementioned students, we will target academically underserved students within the Los Angeles Unified School District. As we discuss in Element 8, we will not wait for motivated students and families to find our school. Our team will participate in active outreach and recruitment efforts, going to homes door-to-door, community centers, salons, and grocery stores to seek out families who might otherwise become aware of the educational opportunities that their children will have at Sol.

Enrollment Rollout Plan

The table below provides an enrollment rollout plan that shows the number of students per grade and the total number of students that the school plans to serve in each year of the charter term:

Sol: Five-Year Term Enrollment Plan

| Grade | 2025–2026 | 2026–2027 | 2027–2028 | 2028–2029 | 2029–2030 |
|-------|-----------|-----------|-----------|-----------|-----------|
| 5 | 125 | 125 | 125 | 125 | 125 |
| 6 | 125 | 125 | 125 | 125 | 125 |
| 7 | 120 | 120 | 120 | 120 | 120 |
| 8 | 115 | 115 | 115 | 115 | 115 |

³³ See United States Census Bureau, Zip Code Tabulation Area: ZCTA5 90022, https://data.census.gov/profile/ZCTA5_90022?g=860XX00US90022#education.

| | | | | | |
|--------------|-----|-----|-----|-----|-----|
| Total | 485 | 485 | 485 | 485 | 485 |
|--------------|-----|-----|-----|-----|-----|

Goals and Philosophy

Sol will be operated by KIPP SoCal Public Schools (“KIPP SoCal”). KIPP SoCal is an independent 501(c)(3) tax-exempt nonprofit public benefit corporation that was formed in 2007 to support and grow KIPP schools in Los Angeles and across Southern California. As discussed later in this charter petition, KIPP SoCal is governed by a board of directors that oversees all aspects of its operations.

Sol will be part of KIPP SoCal’s network of 15 charter schools authorized by LAUSD, and 17 total charter schools authorized across Southern California. Together, these KIPP SoCal schools educate more than 9,800 students in grades TK–8, and support more than 6,800 alumni to and through college. Approximately 98% of our students are Black or Latinx, 21% are English Learners, 16% are Students With Disabilities, and 90% qualify for free-or-reduced-price meals.

KIPP SoCal’s whole-child approach to learning not only focuses on rigorous academics, but also character development, enrichment, social-emotional learning, physical and mental health, sense of identity, and the nurturing of one’s purpose. KIPP SoCal has a 20-year track record of success, including three National Blue Ribbon School awards, nine California Distinguished School awards, nine *U.S. News & World Report* Best Schools awards, and 11 Top LA County Public School awards.

In the subsections below, we briefly describe:

- Our Mission
- Our Vision
- The Characteristics of an Educated Person in the 21st Century
- How Learning Best Occurs
- How We Will Enable Students to Become Self-Motivated, Competent, and Lifelong Learners
- Our LCFF State and Local Priorities

Our Mission

Together with families and communities, Sol and KIPP SoCal will create a joyful, academically excellent school that prepares students with the skills and confidence to pursue the paths they choose — college, career and beyond — so they can lead fulfilling lives and create a more just world.

Our Vision

Sol and KIPP SoCal believe in a world where every child can grow up free to create the future they want for themselves and their community.

The Characteristics of an Educated Person in the 21st Century

Each KIPP SoCal school's goal will be to ensure that its students are on the path to and through college. By focusing on college starting in TK/Kindergarten and preparing our students to be successful in high school, college, and beyond, Sol will achieve our goal. To be college ready, our students must be able to:

1. Master core content
2. Develop key cognitive strategies
3. Take ownership of their learning and become proficient with a range of learning strategies
4. Acquire the knowledge necessary to make a successful transition from secondary to postsecondary education
5. Develop technological proficiency

Implementing the highest-quality instructional program will be paramount to the success of KIPP SoCal and Sol. Research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement.³⁴ The Charter School's high-quality instruction will be standards-based, with an emphasis on character and academic skills, and explicitly tied to our mission of preparing students for success in college and in life. Technology will be infused into the curriculum, allowing teachers to deliver more individualized content and feedback to each student, while also equipping students with the technological skills necessary in the 21st century academic world and workforce. Adaptive educational software will enable students to learn at their own pace, helping them get farther, faster. A one-to-one ratio of Chromebook computers will ensure that all students have access to individualized learning software to build their technology literacy.

It is imperative that schools today focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them in the 21st century economy. Tony Wagner, a researcher from Harvard University, created an evidence-based approach. Through interviews with senior executives and college admissions counselors, he determined the seven survival skills crucial for workforce readiness in the 21st century:

1. Critical Thinking and Problem Solving
2. Collaboration Across Networks and Leading by Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination³⁵

³⁴ Robert J. Marzano and Jana S. Marzano, "The Key to Classroom Management," ASCD (Sept. 13, 2003), <https://www.ascd.org/el/articles/the-key-to-classroom-management>.

³⁵ See Tony Wagner, Ph.D., 21st Century Schools, <https://www.21stcenturyschools.com/tony-wagner.html>.

At their core, these seven survival skills for becoming 21st century educated persons are academic and character skills, which is why KIPP schools have always been founded with the purpose of cultivating both in students. In the words of David Levin, co-founder of KIPP, reflecting on the first two KIPP schools: “The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that academics without character are useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives.” By teaching academic and character skills in tandem, the Charter School will develop self-motivated, competent, and lifelong learners who are well-equipped for the challenges ahead of us in the 21st century.

When they leave our school, our students will be described as pursuing lives filled with passion and personal responsibility. They will focus on goals and approach work with curiosity, best effort, and zest, while making decisions to stay on the path to and through college. Future teachers and professors will describe them as leaders prepared to demonstrate excellence in thought and action, even when no one is looking. Their colleagues and friends will think of them as loyal and hardworking, full of vigor and strength. Students will be able to explain their goals, why they have them, and the necessary steps to realize them. Our students will offer help before being asked. They will seek ways to make situations better and search for ways to positively impact the world. When life inevitably brings difficulties, they will draw upon the lesson and values learned at the Charter School. They will have a confident sense of pride for themselves and their community, while approaching life in a humble and self-aware way, conscious of their daily choices and impact.

How Learning Best Occurs

Implementing a high-quality instructional program will be paramount in continuing KIPP SoCal’s track record of success. High-quality instruction will result from proper planning and varied instructional techniques and methods that are relevant to students. There will be seven components to the Charter School’s approach to high-quality instruction:

- 1. Quality Instruction Sets High Expectations.** As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student’s zone of proximal development will be “problem-solving under adult guidance or in collaboration with more capable peers.”³⁶ When students are expected to meet challenges and supported in doing so, they will succeed. In order to help all students meet our high expectations, we will clearly communicate those expectations, and then provide appropriate individualized support to achieve the goals that we have for our students, as well as the goals that they set for themselves. Students will be given challenging work that requires critical thinking and the ability to articulate their ideas. When students struggle, teachers will not lower their expectations, instead they will find creative new ways to teach and differentiate

³⁶Lev Vygotsky, *Mind and Society*, <http://www.unilibre.edu.co/bogota/pdfs/2016/mc16.pdf>.

instruction, and work with colleagues to develop intervention plans for specific students within our Multi-Tiered System of Supports.

- 2. Quality Instruction is Standards Based.** The Charter School will correlate its curriculum objectives to the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), and remaining applicable content standards adopted by the California State Board of Education. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The Charter School’s expectation will be to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they will encounter in middle- and high-school honors and advanced placement programs.
- 3. Quality Instruction is Data-Driven.** All instructional decisions at the Charter School will be anchored in student data (online/offline, formative, and summative). Sophisticated online platforms — such as Infinite Campus and KIPP SoCal’s Analytics System to Leverage Excellence (“KASTLE”), will allow regional leaders, school leaders, and teachers to continuously gather and analyze individual and group student achievement data. Teachers will begin by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers will meet frequently to identify and internalize formal and informal ways to collect data about student understanding; teachers will also meet frequently in grade-level and content-team meetings to adjust scaffolds, pacing and student grouping. Similarly, the School Leader will use student data to drive observations, feedback, and teacher development.
- 4. Quality Instruction is Differentiated.** Students process material in a variety of ways. Therefore, teachers will continuously work together to enhance student learning by sharing, developing, and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students whose needs have not been met through traditional teaching methods will benefit from supplemental, direct instruction, small-group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques.
- 5. Quality Instruction is Culturally Relevant and Responsive to Students.** If we want students to master learning standards, then our teachers must offer culturally relevant and responsive instruction. It will be incumbent upon our school leaders, teachers, and staff to understand the cultural values, beliefs, customs, and ideas of the students who attend our school. Our team will also embrace the responsibility of trauma-informed instruction because we want our students to thrive in a safe and nurturing learning environment. That will mean tapping social-emotional learning (“SEL”) strategies that “heal the heart so the brain can learn.” Culturally relevant and responsive pedagogy will show students that we value their communities, and help them build a

positive self-concept. We will want our students to know themselves so they can better understand how their goals and dreams impact their communities.

6. **Quality Instruction Requires a Safe, Nurturing, and Supportive Environment.** We know and research has shown that when students are connected to the adults in their school community, they are more likely to be engaged in school and see greater academic success. Therefore, an important role of the Charter School will be to create a sense of “belonging” for each member of our school community.
7. **Quality Instruction Supports Students To and Through College and Career.** We recognize that most public high schools in California lack sufficient college and guidance counseling staff, and that the needs, particularly in large urban high schools that many of our alumni attend, will be significant. The KIPP Forward program will be designed to help meet these needs and support our alumni and their families by supporting students long after they leave a KIPP SoCal school at the end of eighth grade. We believe that every child has the potential to achieve anything they desire. We will respect and honor all pathways our KIPPsters take in pursuit of their passions, purpose, and plans towards a fulfilling life. So we will prepare our KIPPsters with the skills, resources, and knowledge needed for college, career, civic engagement, and more, to successfully navigate the paths they choose.

How We Will Enable Students to Become Self-Motivated, Competent, and Lifelong Learners

On their first day of fifth grade, our students will enter Sol with nervous excitement, ready to show our school values of advocacy, love, excellence, reflection, and ganas as they tackle new obstacles and meet new expectations. By the time our students leave eighth grade, they will have the literacy, critical-thinking, and problem-solving skills to realize their full potential. Our students will gain an academic foundation, access to enriched learning experiences, and a supportive community of classmates and teachers to motivate and push them every step of the way.

We know that bringing our mission and vision to life will require our school’s staff, students, and families to see and name our values every day. After all, our values are an indication of what we care about, what we believe, and who we are as people. The table below defines each of our school’s core values:

| Values | Definition |
|----------|---|
| Advocacy | Advocacy is the ability to define ourselves, name ourselves, create, think, and speak for ourselves so we never risk being defined, named, created, or spoken for by others. We will harness the power of our mind, our body, and our heart (soul) to change our world and the world around us. |
| Love | Love means that we commit to our team by helping others as we help |

| | |
|------------|--|
| | <p>ourselves. We will “lift others as they climb.” The strength of our team is the combined effort, commitment, and ability of each individual working in harmony toward a common goal. To get there, we must listen deeply, seek to understand others’ thoughts and feelings. We will show compassion and forgiveness when necessary. We will publicly demonstrate gratitude and specific praise to others.</p> |
| Excellence | <p>Excellence means we have the courage to take risks in pursuit of our truth, our goals, and our passions. We will use our loftiest dreams as the goals and the benchmark of our success. We will not settle. We will grow. We will push ourselves further than we ever thought possible as we pursue our goals. We will remain curious. We embrace failure as a driver for discovery. We will take risks and think critically. We will encourage others in our pursuit of excellence and be good teammates. Together, we will achieve.</p> |
| Reflection | <p>Reflection means that we take the time to examine our actions, thoughts, and choices in order to make us proud. We will think about the choices we make – both positive and negative. We will take the time to ask, “why?” and “what could I do the same or differently next time to get a better result?” We will learn from mistakes and find strategies to consistently improve.</p> |
| Ganas | <p>Ganas is the desire to approach all situations, particularly challenging ones, with determination and enthusiasm. We will have the ability and strength to name and overcome fears and challenges. We will find solutions, or make them, in pursuit of our goals. We will ask for help. We will never, never, never give up. Good humor and spirit will help us triumph through challenges. We say, “I can” and “I will.”</p> |

Mastering our values and character strengths will be a lifelong undertaking, and we are confident that the character education our students experience at Sol will lay a strong foundation for that work. At Sol, and across the KIPP SoCal network, our classrooms will hold regular discussions about being responsible members of their communities, thoughtful contributors to society, and goal-oriented learners. Our students will understand that going to college is not only an essential pathway to personal gain, but also a way to empower their community and benefit the greater Los Angeles area. This drive for excellence will ultimately lead to a conversation about what specific college a student wants to attend and what they will need to do to get there. That conversation will, in turn, open up rich discussions about the student’s power to affect change in their community.

Additionally, many aspects of our instructional model, described in more detail throughout our petition, will encourage students to take responsibility for their learning. For example, rotational blended learning will provide our students with ample opportunities to drive their learning, both online with adaptive software programs that push students to the next level, and independently through reading and math completion goals.

Our LCFF State and Local Priorities

The table below describes the Charter School’s annual goals for all students and each student group for each of the eight state priorities identified in Education Code Section 52060(d). The table also describes the specific annual actions the Charter School will take to achieve each of the identified annual goals:

| LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025) | |
|---|--|
| GOAL #1 | |
| All students will achieve. | Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| | Local Priorities: <input type="checkbox"/> : N/A <input type="checkbox"/> : N/A |
| Specific Annual Actions to Achieve Goal | |
| <ul style="list-style-type: none"> • Data-Driven Instruction: Teachers and Admin engage in regular data analysis sessions to tailor instruction and provide targeted support, ensuring that instructional practices are responsive to student needs. • Intentional Professional Development and on-going coaching for teachers using Research for Better Teaching training framework. • English Learner Differentiated Support: Instruction tailored specifically to the needs of English Learner students, including the implementation of an English Learner specific curriculum designed to address and enhance language acquisition and academic skills. • Students With Disabilities Differentiated Support: Thorough service implementation to meet the needs of Students With Disabilities including compliance with IEP timelines, offering Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE). | |
| Expected Annual Measurable Outcomes | |

Outcome #1: Increase the number of students who met or exceeded standards in English Language Arts as defined by the state.

Metric/Method for measuring: CAASPP score reports and/or additional reports produced by the California Department of Education.

| Applicable Student Groups | Baseline (2022-2023) | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|-------------------------|---------|---------|---------|---------|---------|
| All Students (School-wide) | 39.96% | 45% | 50% | 55% | 60% | 65% |
| English Learners | 8.14% | 15% | 20% | 25% | 30% | 35% |
| Socioecon. Disadv./Low Income Students | 38.13% | 45% | 50% | 55% | 60% | 65% |
| Foster Youth | ** | 45% | 50% | 55% | 60% | 65% |
| Students With Disabilities | 9.84% | 15% | 20% | 25% | 30% | 35% |
| African American Students | ** | 45% | 50% | 55% | 60% | 65% |
| Latino Students | 40.29% | 45% | 50% | 55% | 60% | 65% |

Outcome #2: Increase the number of students who met or exceeded standards in Math as defined by the state.

Metric/Method for Measuring: CAASPP score reports and/or additional reports produced by the California Department of Education

| Applicable Student Groups | Baseline (Based on most recent data available) | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|---|---------|---------|---------|---------|---------|
| All Students (Schoolwide) | 22.30% | 30% | 35% | 40% | 45% | 50% |
| English Learners | 6.98% | 15% | 20% | 25% | 30% | 35% |
| Socioecon. Disadv./Low Income Students | 21.83% | 30% | 35% | 40% | 45% | 50% |
| Foster Youth | ** | 30% | 35% | 40% | 45% | 50% |
| Students With Disabilities | 6.56% | 15% | 20% | 25% | 30% | 35% |
| African American Students | ** | 30% | 35% | 40% | 45% | 50% |
| Latino Students | 22.27% | 30% | 35% | 40% | 45% | 50% |

Outcome #3: The percentage of English Learner students who advance at least one performance level on the CA State English Proficiency test and/or are reclassified.

Metric/Method for measuring: Percentage of students who progress at least one performance level or percentage of EL students who reclassify as fluent English proficient.

| Applicable Student Groups | Baseline (Based on most recent data available) | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------|---|---------|---------|---------|---------|---------|
| English Learners | 52.9% | 55% | 60% | 65% | 70% | 75% |

* = Data not available at this time

** = Not numerically sufficient at this time

| GOAL #2 | |
|--|---|
| Support student, family, and school engagement. | <p>Related State Priorities:</p> <div> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div> <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div> <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> |
| | <p>Local Priorities:</p> <div> <input type="checkbox"/>: N/A </div> <div> <input type="checkbox"/>: N/A </div> |
| Specific Annual Actions to Achieve Goal | |
| <ul style="list-style-type: none"> ● Comprehensive Event Calendar: Distribute a detailed calendar of events to all families at the start of the school year, highlighting key dates, activities, and engagement opportunities. ● Provide monthly updates and reminders through multiple channels (email, text messages, school app, etc.) to keep families informed of upcoming events. ● Family Meetings and Workshops: Schedule parent meetings, workshops, and conferences at least one month in advance, ensuring times are convenient for the majority of parents (e.g., evenings or weekends). Provide free child care during these meetings to reduce attendance barriers. ● Enhanced Communication Strategies: Implement a multi-platform communication system, including newsletters, social media updates, and a dedicated school website section, to keep parents informed and engaged. ● Establish a parent liaison team to facilitate communication between the school and families, addressing concerns and gathering feedback. ● Multi-Tiered Support System: Develop and implement a tiered behavior support system aimed at maintaining school safety and fostering a positive school climate. Train staff on positive behavioral interventions and supports (PBIS) to consistently apply the system and address student needs effectively. ● Family and Student Feedback Loop: Regularly solicit feedback from students and parents through surveys, suggestion boxes, and focus groups to continually improve engagement strategies. Act on | |

feedback by implementing changes and communicating back to families about how their input has influenced school practices.

- **Community Building Events:** Organize regular community-building events, such as family nights, cultural celebrations, and volunteer opportunities, to strengthen the school-community connection.

Expected Annual Measurable Outcomes

Outcome #1: The Charter School will provide one back to school night, two week-long parent-teacher conference opportunities, at least three family engagement meetings, and parent leadership opportunities.

Metric/Method for measuring: Family attendance at family meetings, sign-in sheets, and other engagement indicators.

| Applicable Student Groups | Baseline (2022-2023) | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|--|-------------------------|---------|---------|---------|---------|---------|
| All Students (School-wide) | Met | Met | Met | Met | Met | Met |
| English Learners | Met | Met | Met | Met | Met | Met |
| Socioecon. Disadv./Low Income Students | Met | Met | Met | Met | Met | Met |
| Foster Youth | Met | Met | Met | Met | Met | Met |
| Students With Disabilities | Met | Met | Met | Met | Met | Met |
| African American Students | Met | Met | Met | Met | Met | Met |
| Latino Students | Met | Met | Met | Met | Met | Met |

Outcome #2: Suspension rate will not exceed 2%

Metric/Method for Measuring: Suspension Rate.

| Applicable Student Groups | Baseline (Based on most recent data available) | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---------------------------|---|---------|---------|---------|---------|---------|
| All Students (Schoolwide) | Met | Met | Met | Met | Met | Met |

| English Learners | Met | Met | Met | Met | Met | Met |
|---|---|---------|---------|---------|---------|---------|
| Socioecon. Disadv./Low Income Students | Met | Met | Met | Met | Met | Met |
| Foster Youth | Met | Met | Met | Met | Met | Met |
| Students With Disabilities | Met | Met | Met | Met | Met | Met |
| African American Students | Met | Met | Met | Met | Met | Met |
| Latino Students | Met | Met | Met | Met | Met | Met |
| Outcome #3: Expulsion rate will not exceed 1%. | | | | | | |
| Metric/Method for measuring: Expulsion Rate. | | | | | | |
| Applicable Student Groups | Baseline (Based on most recent data available) | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| All Students (School-wide) | Met | Met | Met | Met | Met | Met |
| English Learners | Met | Met | Met | Met | Met | Met |
| Socioecon. Disadv./Low Income Students | Met | Met | Met | Met | Met | Met |
| Foster Youth | Met | Met | Met | Met | Met | Met |
| Students With Disabilities | Met | Met | Met | Met | Met | Met |
| African American Students | Met | Met | Met | Met | Met | Met |
| Latino Students | Met | Met | Met | Met | Met | Met |

Instructional Design

In this section, the Charter School outlines its educational programming. We begin by laying out our school's overall curricular and instructional design. Then, we describe our educational program's innovative components. And we close with a description of our educational program's key features.

Overall Curricular and instructional Design

The Charter School will offer a rigorous standards-based instructional program that creates a strong academic foundation on which all students can build to be successful in the future. Our teachers will create and implement a wide variety of curricular resources to ensure that our students have access to the most rigorous content available. The Charter School's program will nurture well-rounded critical thinkers who love learning, while preparing them to master the NGSS, state content standards, and CCSS through engaging, authentic work. Beyond focusing on student performance at or above grade-level in

reading and mathematics, the Charter School students will prepare to be artists, scientists, authors, athletes, and agents of change who develop projects that will impact the local and global community.

The Charter School's curriculum will be designed specifically to meet the needs of our students, ensure that they are at or above grade level in all core subject areas and help them ultimately reach the goal of college graduation. To do so, our team researches the best curricular programs we can find and picks and chooses the best aspects of those programs to infuse into our academic program.

Our teachers will engage in a long-term planning process starting in May prior to each school year. They will start by creating grade-level visions and subject visions in teams; this will allow us to brainstorm and distill our goals for our students. Once we have a vision of what we want to accomplish academically, we will study a pacing guide built on the mastery of state content standards in our curriculum, Next Generation Science Standards, and Common Core State Standards. After we study this scope and sequence, we will study assessments, outline daily objectives, and start lesson internalization. All teachers are expected to use the selected curriculum as a foundation for instruction and use engaging pedagogical techniques to lift the material off of the page and into standards-based lesson plans.

When planning, teachers will first consider how their instruction will meet the individual needs of all students. Their lesson plans — primarily the modeling, guided practice and independent practice components — will incorporate the different learning modalities and multiple intelligences informed by the work of Howard Gardner, psychologist and author of *Multiple Intelligences*. It will also incorporate different social and emotional intelligences based on the work of Daniel Goleman, psychologist and author of *Emotional Intelligence*. Further, the teachers will use a mixture of groupings during their instruction, including whole-class instruction and collaborative learning groups. Teachers will be cognizant of the importance of movement and rotate groups of students among locations throughout the room in accordance with their attention span and what is developmentally appropriate.

Teachers will further differentiate instruction through modifications to the content, process, or product while ensuring they are providing the needed scaffolding to set up their students for success. The Charter School will use the work of Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners*, to inform our differentiated instruction.

Another key approach to our instruction will be academic language development as proposed by the Focused Approach. The Focused Approach is a research-based approach that builds language skills and fluency and provides scaffolded support for rigorous language outputs across content areas.

By utilizing the above teaching methodologies and building a professional library and resource base to inform professional development, our teachers will address the varied needs of students and targeted student population to ensure that they meet and exceed both our internal and state-specified goals.

Innovative Components

Sol's educational program will have several innovative components: (1) KIPP Trips; (2) Advocacy and Community Engagement; (3) KIPP Forward; and (4) Enrichments That Reflect Our Community's Culture. We describe each innovative component in more detail below:

KIPP Trips

At Sol and other KIPP SoCal schools, we will aim to create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose — college, career and beyond — so they can lead fulfilling lives and create a more just world. As part of preparing students for college, career, and beyond, we will invest in “KIPP Trips” as a unique tradition that will expand our students’ experiences and expose them to a variety of places, college options, and pursuits. KIPP Trips will take place in sixth and eighth grade.

These trips will serve several purposes:

- Expose students to a variety of places, experiences, and cultures.
- Ensure students have experiences that allow them to access every single opportunity available, in line with our vision and mission
- Expose students to life skills to help prepare them for college and career, from as staying overnight to learning transportation systems to navigating new and unfamiliar places
- Engage students in learning about a variety of college and career options so they can pursue their passions and understand the wide array of options that exist

KIPP Trips will be crucial for students because this innovative component will provide real-world experiences that complement classroom learning. It will offer hands-on opportunities to apply theoretical knowledge, stimulate curiosity, foster critical thinking, and enhance social skills through interaction with peers and professionals in various fields. And it will ignite a passion for learning by making subjects more engaging and relevant to students' lives.

Advocacy and Community Engagement

KIPP SoCal's Advocacy and Community Engagement team will be another innovative component of Sol. The Advocacy and Community Engagement team will partner with Sol and other KIPP SoCal schools to be active and trusted community partners who work to advance quality education and quality of life in our neighborhoods. The Advocacy and Community Engagement team will be dedicated to:

- Building meaningful relationships with community partners to collaborate to help meet the needs of the communities they serve

- Cultivating family leadership through education and development so that families are positioned as effective community advocates and agents of change
- Advocating for federal, state, and local policy that impact our schools and communities by building and maintaining strong relationships with local leaders
- Empowering and educating our school community to be civically engaged

KIPP SoCal will assign one Associate Director of Advocacy and Community Engagement to support these efforts at Sol. The associate director will connect with the school regularly to check-in on important updates and track progress of advocacy and community engagement goals for the school year. Our recent successes are outlined in the “Areas of Success” section above.

KIPP Forward

KIPP Forward counselors will nurture relationships and provide a support system that prepare every student for college, postsecondary education, and career. KIPP Forward’s support will start in middle school with our High School Placement and Transition team. Starting in seventh grade, KIPP Forward counselors will meet with students and families to explore high school options and summer enrichment opportunities. In eighth grade, our counselors will assist students in applying to high schools and successfully transitioning into a high school. Once a KIPPster culminates from a KIPP SoCal middle school, our post-secondary support will include academic advising, career advising, test preparation, college tours, and support applying for college and scholarships — all of which is aimed toward persistence and college completion. Through KIPP Forward, we will provide our students with personalized support aimed at empowering our students to live choice-filled lives. Currently our KIPP Forward team supports almost 9,000 KIPPsters and alumni as they search for the next chapter of their lives in college, career, and beyond. KIPP Forward’s recent successes are outlined in the “Areas of Success” section above.

Enrichments That Reflect Our Community’s Culture

Sol will use visual and performing arts to celebrate students’ culture and community. To that end, our school will offer Folklórico and Mariachi to our students, which will give them the opportunity to celebrate their culture and the wider culture of the East Los Angeles community. Our Mariachi program will give students the opportunity to learn violin, guitar, trumpet, piano, or bass. Meanwhile, in Folklórico, our students will learn the dance’s history and its roots across different regions of Mexico. Our students will then bring that history to life as they learn and practice Folklórico dance routines. Our Mariachi band and Folklórico class will perform at community events and showcases.

Key Features

Below, we highlight the key features of Sol. These key features of our educational program are aligned to our mission of creating a joyful, academically excellent school that will prepare students with the skills and confidence to lead choice-filled lives and create a more just world. Our key features will include:

- **High Expectations:** We believe in having clearly defined and measurable high expectations for academic achievement and conduct. We aim to create a culture of achievement and support where we personalize learning based on a students' needs, skills, and interests.
- **Focus on Character:** We recognize that success in life depends on more than academic learning. We help students foster character strengths that are essential for their own success in today's world. And we empower them to express their voice with power and to improve the world around them.
- **Highly Skilled Teachers & Leaders:** We believe in the power of great teachers and school leaders. We learn from each other and with each other. We empower our school teams and invest in leadership development and training. Having highly skilled teachers and leaders will ensure our students receive the best we have to offer.
- **Safe, Structured, & Nurturing Environments:** Physical and emotional safety is needed for students to take risks and learn from their successes and their mistakes. Like all KIPP SoCal schools, Sol provides a safe, structured, and nurturing environment with minimal distractions, so our students love school and maximize their learning.
- **Focus on Anti-Racism:** In pursuit of our mission, we commit to building a diverse and inclusive organization to model the world we wish to see. We know that racism causes environmental stress and imposes academic barriers on students. Our classrooms will guide our students to make connections between the outside world and the classroom. KIPPsters will learn how to address community prejudice, discrimination, and racism, specifically with regard to anti-Blackness and building cross-cultural allyship.

We outline notable successes of our key features in the "Areas of Success" section above.

Curriculum and Instruction

This section offers an overview of Sol's curriculum and instruction. It starts off by identifying and describing the integral features of our school's educational program by subject area. It goes on to discuss our school's intervention, enrichment, independent study programs, and curricular and instructional materials. It also provides a comprehensive course list, outlines instructional methods and strategies, and explains how the instructional program will support student development of technology-related skills.

Integral Features

English Language Arts and Writing (Core)

At Sol, literacy instruction from fifth through eighth grade will integrate the foundational principles of the Science of Reading with the expectations outlined in the California Common Core State Standards for English Language Arts. Our instructional framework will incorporate rigorous expectations for reading literature and informational texts, writing, speaking and listening, and language usage. In literacy instruction, students will engage with high-quality texts, artifacts and digital media to develop comprehension, active listening, and discussion skills. Students are equipped to be effective communicators who purposefully read, write, and speak across multiple disciplines and express ideas and knowledge through a variety of modalities. Within literacy instruction, our students exercise critical thinking, identify problems, find solutions, and analyze outcomes in service of becoming productive citizens.

Critical elements of the instructional program for ELA include:

- **Curriculum Integration** - Our school will use the following research-based, culturally relevant, and high-quality instructional materials for ELA:
 - Reading Reconsidered - This curriculum will focus on close reading, text-dependent questioning, and complex text analysis. This curriculum will also emphasize deep comprehension skills and aligns with CCSS ELA standards for reading literature, reading informational texts, and speaking and listening.
- **Scope and Sequence Development, Professional Development, and Internalization Tools** - School teams will develop a coherent scope and sequence for Reading Reconsidered that will ensure all grade-level standards are meaningfully mapped out and addressed in instruction across the school year. The scope and sequence will also incorporate windows for curricular and state assessments. Teachers will engage in ongoing professional development focused on the Science of Reading principles and effective planning and internalization of curricular materials. In addition, teachers will engage in collaborative planning sessions to facilitate sharing of best practices and resources.
- **Instructional Strategies** - Our curricular resources will embed key instructional strategies to support literacy development, such as:
 - Close Reading and Analysis - Close reading strategies will deepen comprehension and critical thinking skills. Students use text-dependent questions and discussions to extract meaning from complex texts.

- *Explicit Phonics Instruction* - Systematic phonics lessons will support decoding and word recognition skills explicitly and incorporate multisensory activities and phonemic awareness exercises to reinforce learning.
- *Vocabulary Development* - Students will learn about the meaningful relationships between words, including how they sound, how they're spelled, and their morphological structure. Additionally, students will use morphology, context clues, word study activities, and vocabulary strategies to expand academic and domain-specific vocabulary.
- *Writing Integration* - Students will engage in writing across genres (expository, persuasive, narrative) and across disciplines. They will also connect reading and writing by responding to texts through structured writing tasks with a focus on fluency, organization, and coherence while incorporating grammar and language conventions.
- **Assessment and Differentiation** - Teachers will use formative and summative assessments aligned with the CCSS to monitor student progress in reading comprehension, writing proficiency, and foundational literacy skills. In particular, teachers will leverage either i-Ready diagnostics, My Learning Path, or Star reading assessments to differentiate instruction based on assessment data and provide targeted interventions and enrichment activities. In some cases, teachers will also leverage Dynamic Indicators of Basic Early Literacy Skills ("DIBELS") assessment to assess the acquisition of literacy skills. DIBELS will provide short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in grades 5–8. The measures will be consistent with many of the Common Core State Standards in Reading, especially those for Foundational Skills. When implemented as recommended, DIBELS results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.
- **Family and Community Engagement** - Sol will engage families and community stakeholders in supporting literacy development at home. In addition, our school will provide resources, workshops, and strategies for families to reinforce reading and writing skills and encourage a culture of literacy outside of school.

By integrating Reading Reconsidered in this instructional program, we will aim to meet California Common Core State Standards while aligning with the Science of Reading. This holistic approach will ensure that students will receive comprehensive literacy instruction that develops both their content knowledge and foundational reading skills, preparing them for academic success and lifelong learning.

English Language Development (Non-Core)

At Sol and all KIPP SoCal schools, instruction in English Language Development ("ELD") for English Learners is grounded in an assets-oriented mindset that knows, values, and affirms students' and

families' cultures and languages, empowers students' voices, and cultivates a joy of learning. English Learners at our school will actively participate in intellectually rigorous, relevant, and developmentally appropriate learning experiences across all subject areas that are aligned to the California English Language Development standards. Our school will break down structural barriers early on through a comprehensive ELD approach that will include both integrated and designated instruction. In integrated ELD across all content areas, English Learners will engage with strategically planned scaffolds aligned to their language proficiency levels that will ensure meaningful access to grade-level content and standards. Simultaneously, designated ELD will provide a dedicated space for English Learners to focus on critical language skills essential for academic content learning in English. ELD will be an inclusive and supportive environment where every student can thrive academically and linguistically, prepared to pursue the path they choose.

English Learners in integrated and designated ELD will:

- Express pride in language and culture and consistently experience messaging that multilingualism is a superpower
- Consistently leverage tools such as vocabulary word walls, differentiated sentence frames, or visual models to increase meaningful access to lesson tasks and activities
- Share their prior knowledge and actively engage in class discussions to build upon ideas of peers
- Engage with strategically planned scaffolds that make language demands of a lesson accessible
- Experience lessons with both content and language objectives planned
- Foster metalinguistic awareness through explicit instruction on phonological awareness, semantics, syntax, morphology, and pragmatics
- Engage with experiences in a variety of learning modalities (kinesthetic, auditory, and visual)

KIPP SoCal will leverage high-quality instructional materials for designated ELD from *Wonders for English Learners* and *English 3D*.

Math (Core)

The Charter School will implement a math curriculum that reflects the three Common Core shifts in mathematics: focus, coherence, and balanced rigor (i.e., a balance among conceptual understanding, procedural fluency, and application/problem solving). Our children will benefit from student-centered mathematics that will not only focus on them mastering the grade-level content standards, but equally as much on Common Core's eight standards for mathematical practice, so that our students will learn to think and act like real-life mathematicians.

Mathematics at the Charter School will implement research-based best practices. Our students will build procedural fluency from a foundation of conceptual understanding, with teachers moving through the developmental continuum of engaging with new mathematics. This continuum will start concretely (with tools and manipulatives), then pictorially, and finally abstractly (numbers and symbols), all while emphasizing visual models to represent mathematical ideas. The Charter School will also recognize

collaboration and communication as essential components of mathematics instruction. Therefore, classrooms will incorporate partner work, group work, and small-group and whole-class discourse as much as possible. Our ultimate goal will be for our students to see mathematics as a joyful, creative process, and for them to engage in the discipline in a manner that hones their critical thinking skills and ability to collaboratively problem solve in the ways that the jobs of the future will require.

Science (Core)

At Sol and all KIPP SoCal schools, science classrooms will immerse students in phenomenon-driven inquiry that cultivates students' grade-level science and engineering skills, critical thinking, and understanding of the world. Students will bring their observations and conceptions of the world to engage with hands-on experimentation, non-fiction texts, and complex simulations and models to refine their explanations of the world around them and develop evidence-based arguments. Our approach will aim to nurture a community of learners who embody the spirit of inquiry and resilience, and have the scientific thinking skills to interpret data, make decisions, and positively impact the environment, resources, and health of their communities. Our commitment to developing every child's potential will propel them toward choice-filled futures, equipped for success in the rigorous high school STEM courses needed to access science-related careers.

Students at the Charter School will participate in the following science units per school year:

- Grade 5: Four 4–6 week science units
- Grades 6–8: Six 4–5 week science units

The units will use the California Integrated model and incorporate Life Science, Physical Science, Earth and Space Science, and/or Technology.

The Charter School will also use Amplify Science, an NGSS-aligned K–8 curriculum that received high marks from *EdReports*. The curriculum will offer an inquiry-based approach to science that allows students to conceptualize questions and work to find a possible explanation that responds to that question. Students will be guided through meaning and concept construction through various engaging activities that are both learner-centered and hands-on. Amplify Science was developed by the Lawrence Hall of Science at the University of California, Berkeley.

Social Studies (Core)

The Charter School's students will become leaders who will ignite transformative change in thought and action for their community. To help bolster that goal, the Charter School will implement a Social Studies program that focuses on developing students who have a strong sense of self-identity and use critical thought to read the world around them. We will nurture critical thinking by using the CCSS and History-Social Science Content Standards to drive all Social Studies lessons objectives.

In social studies, the Charter School's students will analyze and evaluate how their identity as students of color fit within the social, political, and urban structures of Los Angeles, California, and the United States. We believe knowledge is power and that self-love and the knowledge and understanding of their roots will give our students sustained courage to be leaders. In social studies, students will be asked to demonstrate their learning in academically and socially powerful ways that will prepare them to graduate from college and lead change in communities around them.

To help our students become agents of change who positively impact the community, our social studies classes will aim to develop a strong sense of history and social, economic, and political trends. During their time at the Charter School, students will develop their historical and social-science analysis skills by developing the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, point of view, and historical interpretation. Lesson plans will be developed with an eye towards mastery of the Common Core State Standards and California Content Standards for History-Social Science.

Social studies instruction will use a textbook and document-based approach ("DBQ") combined with exploration using regalia, primary and secondary resources, as well as watching media clips that bring certain topics to life for the students. Students will have the opportunity to conduct research and seek resources to deepen their knowledge based on a particular topic.

In accordance with the Common Core State Standards and California State Content Standards for History-Social Science, the curriculum for fifth through eighth grades will be organized around the broad topics listed below by grade level:

- **Fifth grade:** United States and Geography: The Making of a Nation
- **Sixth grade:** World History and Geography: Ancient World – Ancient Civilizations
- **Seventh grade:** World History and Geography: Medieval History
- **Eighth grade:** United States History and Geography: Growth and Conflict

Encompassed within the broad theme for each grade are all state standards that build upon prior knowledge, intertwine geography instruction, and deepen students' understanding of our world and how it has come to be.

Physical Education (Core)

The Charter School strives to develop the whole child and physical education is an important component of the Charter School's program. Physical education classes develop the students' motor skills while promoting good health habits that have a significant effect on students' overall well-being. In addition, students develop sportsmanship and teamwork skills. Physical education lessons are driven by measurable objectives linked towards mastering the grade-level standards in physical education set forth by the state of California. Students receive physical education two or three times per week depending on grade level.

The program is organized to reflect the Physical Education Model Content Standards at each grade level which follow these overarching standards:

- **Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- **Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance.
- **Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- **Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

To address the aforementioned content standards, we break up the year-by-year Physical Education period into strands: Concepts of Play and Games, Sports (e.g., soccer, basketball, softball, volleyball, and Ultimate Frisbee), Health, and Fitness. The content standards are incorporated into the strand that best addresses that particular strand.

Electives (Non-Core)

The Charter School will offer a number of elective courses throughout the school day and year. Elective courses will be available to all students. These courses will include foreign language, music, and values-based lessons. We elaborate on these non-core subjects below:

Foreign Language (Non-Core)

The Charter School believes we should educate students who are equipped linguistically and culturally to communicate and thrive in their community and abroad. Therefore, the Charter School will provide students with instruction in foreign languages and literacy on a rotational basis. Our foreign language program will be based upon a set of principles about language education. These tenets are based on language education research and are supported by experience:

- All students can experience success in foreign languages
- Students learn/acquire language in different ways
- Native speakers need explicit instruction in grammar, conventions and academic language

- Language acquisition is a lifelong process
- Students acquire proficiency at different rates
- Language is more easily acquired in meaningful context
- Student language development should be assessed regularly

Performing Arts (Non-Core)

A robust performing arts program will also be central to the Charter School's whole-child approach to education. Instruction will be organized to target artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills will be woven into the music curriculum.

Our students will develop an appreciation of music, a love of experimentation and fun, and the knowledge that anyone can make music. During music class, students will refine their rhythmic reading skills and will expand their knowledge of music notation. We will incorporate new instruments in order to build stronger musicianship. Students will take ownership of their musical skills through creative composition and expression and will value performance as an outlet to demonstrate these skills.

Our students will have the opportunity to focus on a single instrument. By seventh and eighth grade, our students will grow from beginning musicians to intermediate and advanced musicians. Instruction will include musical theory, music appreciation, and a number of performance routines and procedures.

The Charter School believes high-quality music instruction ultimately benefits students by raising academic achievement, building transferable skills, heightening motivation, increasing engagement, developing sound habits of mind, and sharpening social competencies. As students progress through our music program, we will empower them to take increasingly greater ownership of their learning, to rely on their intellect, and to broaden their musical taste.

Values-Based Lessons (Non-Core)

To ensure students develop character strengths in addition to academic skills, students will engage in instructional time focused on strengthening their character. In addition to the shared primary values across the Charter School, each classroom will focus on the development of virtues and character strengths in accordance with the work of Martin Seligman, the founder of Positive Psychology and author of *Authentic Happiness*.

In middle school, values-based lessons will focus on building community and developing our student's interpersonal skills. Integrated into our advisory block, these lessons will tackle pressing issues like bullying prevention, the impact of social media, and the principles of restorative justice. During advisory sessions, teachers will guide discussions that empower students to connect these values to their everyday lives, fostering a deeper understanding of how to navigate real-world challenges

collaboratively. This isn't just about imparting knowledge; it's about equipping our students with the tools to engage thoughtfully and compassionately with their peers.

Teachers will measure students' development and growth in each value through rubrics and grade level outcomes they will pre-determine at the beginning of each school year during summer professional development. Rubrics will provide teachers, parents and students with a common understanding of how values are linked to developmentally appropriate behaviors at each grade level. Along with rubrics and outcomes, teachers will make anecdotal notes about each child's progress in embodying and demonstrating each value. Teachers will use data collected from the rubrics, outcomes, and anecdotal notes to score each child on the five values at every quarterly grading period (the Charter School has developed standards-based report cards that include a values section) and share student progress with parents during parent/teacher conferences.

Expanded Learning

The Charter School will offer an Expanded Learning program. The Expanded Learning program will provide quality academic and literacy support, healthy supper and snacks, and various enrichment activities. We describe each of these components below:

- *Academic and Literacy Support* - Expanded Learning Academic Instructors will focus on supporting students based on their grade level, aligned with lessons being taught during the school day. The program will also incorporate one-on-one, high-dosage tutoring, DEAR ("Drop Everything and Read"), and individual and small-group support with homework.
- *Healthy Supper and Snacks* - Through the Charter School's participation with USDA child nutrition programs, the program will provide healthy meals and snacks that meet the nutritional requirements established by local, state, and federal statutes and regulations.
- *Enrichment Opportunities* - Enrichment activities in our Expanded Learning Program will be explicitly designed by our team to support academic mastery, layer academic skills, and celebrate academic growth. The program will offer a multitude of enrichment activities from year to year, such as art, robotics, dance, sports, science, and debate, to name a few examples.

The Expanded Learning program will run weekdays, Monday through Friday, until 6:00 p.m.

Intervention

At the Charter School, we want everyone to succeed and be on or above grade level at the end of the school year. To ensure this happens, analyzing student achievement data and student work will be paramount in using the Response To Intervention ("RTI") to create intervention groups. Our intervention program, led by full-time teachers, will target core content, and utilize technology and differentiation techniques.

For reading intervention, students will be provided more opportunities to read at their level and scaffold whole-group lessons to meet the needs of these students. We will also leverage DIBELS to support meeting the needs of our readers. Teachers and coaches will analyze school-wide technology reports to identify students who need guidance using our adaptive software effectively during independent work time. As a school, we will commit our time and resources to this structure, and we want to ensure that it is working for students who need the extra push during independent time. Teachers will also differentiate lesson plans with small groups to meet the specific needs of these groups during phonics and guided reading.

For all content areas, teachers will gain a deep understanding of individual student needs and create a roadmap to differentiate instruction. If a student is not making the expected academic gains, an “All Students Can Learn” meeting will be scheduled. In this meeting, multiple stakeholders will come together to review concerns, strategies to implement, and brainstorm further interventions.

Independent Study

In keeping with California Education Code Sections 51745–51749.3, independent study will be “provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement, and under the general supervision of a credentialed teacher or teachers. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning.”³⁷

The primary purpose of independent study will be to offer a means of individualizing the educational plan for students whose needs may be met best through study outside the regular classroom setting and/or for students whose health would be put at risk by in-person instruction. These factors will be evaluated when the school determines the eligibility for independent study.

Independent study will entail a commitment by both the parent/guardian and the student. As the student gets older, he/she will assume a greater portion of the responsibility involved. The School Leader will determine that the prospective Independent Study student understands and is prepared to meet the Charter School’s requirements for independent study. Independent study may be offered only to students who can achieve in this program as well as or better than they would in the regular classroom.

Before signing an independent study written agreement, if approved for independent study, the parent may request a telephone, videoconference, or in-person student-parent-educator conference, to discuss and ask questions regarding the available curriculum offerings and nonacademic support, before making

³⁷California Department of Education, “Independent Study Program Summary,” <https://www.cde.ca.gov/sp/eo/is/isprogramsummary.asp>.

the decision about enrollment in the independent study program.

Curricular and Instructional Materials

The table below provides a brief overview of the Charter School's curricular and instructional materials:

Instructional Programs

| | |
|---------------------------------------|---|
| English Language Arts (core) | Reading Reconsidered - grounded in the science of reading in order to build student fluency, comprehension, critical thinking, and writing skills |
| English Language Development | English 3D - in alignment with California recommendations for differentiated supports for multilingual learners |
| Math (core) | Ready Mathematics |
| Science (core) | Amplify Science |
| History (core) | School created units aligned to California state standards, Common Core State Standards for non-fiction and writing |
| Physical Education (core) | School created units aligned to California state standards |
| Visual Arts & Music (core) | School created units aligned to California state standards |

Supplemental Instructional Resources

| Program/Supplemental Resource | Related Standard(s) |
|--------------------------------------|--|
| i-Ready My Path | 5-8 Math standards and interventions for previous grade math standards |
| Accelerated Reader | Reinforcement of ELA standards |

Course-List Table

| Subject Area | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
|---------------------------------|--------------------|--------------------|----------------------|---------------------|
| English Language Arts | ELA 5 | ELA 6 | ELA 7 | ELA 8 |
| History - Social Studies | Social Studies 5 | Social Studies 6 | Social Studies 7 | Social Studies 8 |
| Mathematics | Math 5 | Math 6 | Math 7 | Math 8 |

| | | | | |
|---------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Science | Science 5 | Science 6 | Science 7 | Science 8 |
| Physical Education | PE 5 | PE 6 | PE 7 | PE 8 |
| Electives | Folklórico, Spanish, & Music | Folklórico, Spanish, & Music | Folklórico, Spanish, & Music | Folklórico, Spanish, & Music |

Course Descriptions

Fifth-Grade English Language Arts

Fifth-grade English Language Arts students will immerse themselves in the mechanics of language with a focus on mastering correlative conjunctions, verb tenses, and the nuanced roles of conjunctions, prepositions, and interjections in sentences. They will refine their command of capitalization, punctuation, and spelling, and learn to craft sentences that are both stylistically engaging and clear. The curriculum will emphasize interpreting figurative language such as similes and metaphors, using context to decipher complex words, and cause-and-effect relationships. It will also focus on applying combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in various contexts. Students will practice quoting text accurately, identifying and summarizing main ideas, and analyzing how different structures and viewpoints shape understanding. They will integrate information from various texts to support their writing and speaking, and contribute meaningfully to discussions. By the end of the year, students will be able to proficiently read and comprehend a range of literature and informational texts and articulate well-supported opinions and analyses with clarity and insight.

Sixth-Grade English Language Arts

In sixth-grade English Language Arts, students will dive into the intricacies of language with an emphasis on mastering grammar, spelling, and punctuation while honing their ability to craft precise and impactful writing. Through reading novels (e.g., *The Outsiders*, *The Giver*, *One Crazy Summer*, etc.), students will explore figurative language and interpret figures of speech within texts. Students will learn to support their analyses with textual evidence and integrate information from various media to build a cohesive understanding of topics. The course will encourage critical evaluation of arguments and comparisons of different authors' perspectives, aiming to develop students' skills in reading, writing, and speaking with clarity and nuance. By the end of the year, students will proficiently engage with complex texts, write compelling arguments and narratives, and communicate effectively across diverse contexts, all within a scaffolded framework designed to cater to varying levels of proficiency.

Seventh-Grade English Language Arts

In seventh-grade English Language Arts, students will master the art of precise and clear communication through a deep dive into grammar conventions, including the proper use of commas, modifiers, and

spelling. They will refine their ability to choose words and phrases that convey ideas succinctly, while also using context to decipher complex vocabulary and interpret figurative language. The course will emphasize critical reading skills, requiring students to cite textual evidence, identify themes, and analyze how authors develop characters and points of view. Students will read a variety of work such as: poetry, non-fiction, and fiction novels. By comparing various media adaptations of texts and engaging in dynamic discussions, students will build analytical and collaborative skills. They will also learn to craft well-structured arguments and organize their writing with clarity and coherence. By year's end, students will proficiently navigate and comprehend complex literary and informational texts and demonstrate their ability to articulate ideas effectively across diverse formats and discussions.

Eighth-Grade English Language Arts

In eighth-grade English Language Arts, students will engage deeply with the mechanics and artistry of language, mastering grammar, punctuation, and nuanced word usage to elevate their writing and speaking. They will explore figurative language and its effects, from verbal irony to puns, and learn to wield verbs in a variety of voices and moods to convey precise meanings and emotions. Textual analysis will be central, with students citing robust evidence to support their interpretations, determining central ideas, and evaluating arguments for soundness and relevance. They will develop skills in structuring and presenting information clearly, using multimedia and other tools to enhance comprehension. Through routine writing tasks — both extended and brief — students will refine their ability to compare texts, analyze structural impacts, and connect ideas across discussions. By year's end, they will independently and proficiently read and interpret complex literary works, drawing connections between modern fiction and traditional narratives.

Fifth-Grade Mathematics

In fifth-grade mathematics, students will learn the place value system to round decimals accurately and master reading, writing, and comparing decimals to the thousandths place. They will become fluent in multiplying multi-digit whole numbers, using the standard algorithm, and tackling the addition, subtraction, multiplication, and division of decimals to the hundredths place through concrete models and place-value strategies. The curriculum will also emphasize the addition and subtraction of fractions with unlike denominators by converting them to equivalent fractions, and interpreting fractions as division. Students will solve real-world problems involving fractions and mixed numbers, and apply these skills to both visual models and equations. They will measure volume using various units and find the volume of right rectangular prisms by packing unit cubes and using multiplication to further deepen their understanding. By the end of the year, students will confidently navigate complex mathematical concepts and apply them to practical problems with precision and insight.

Sixth-Grade Mathematics

In sixth-grade math, students will embark on a comprehensive exploration of key mathematical concepts such as algebraic thinking, ratios, positive and negative numbers, and statistical thinking. The

course will first introduce students to algebraic expressions and equations, teaching students to translate verbal descriptions into algebraic forms, evaluate expressions with exponents, and solve real-world problems using factors and multiples. They will also learn to calculate the area of various geometric shapes, from polygons to prisms. From there, students will focus on operations with decimals and fractions, including addition, subtraction, multiplication, and division, and apply these skills to solve volume problems for both whole and fractional dimensions. They will also delve into ratio reasoning, generating and plotting ordered pairs, solving multi-step ratio problems, and understanding part-to-part and part-to-whole comparisons. The next unit will then extend this knowledge to unit rates and percents, using ratio reasoning for conversions and modeling percents through visual grids. Algebraic thinking will be another critical component of the course. Students will generate equivalent expressions, solve one-variable equations, and model real-world problems. Additionally, students will explore positive and negative numbers, absolute values, inequalities, and the coordinate plane, equipping students to graph and interpret various mathematical scenarios. Finally, the last unit will focus on statistical thinking, requiring students to summarize data using measures of center and variability and display it through various plots. By the end of the year, students will develop a robust toolkit for analyzing and solving complex mathematical problems with confidence.

Seventh-Grade Mathematics

In seventh-grade mathematics, students will explore key concepts such as: proportional relationships, rational number operations, algebraic thinking, geometric concepts, and probability. The course will kick off with proportional relationships, where students will apply scale factors to relate areas in scale drawings, simplify complex fractions, and tackle circumference and area problems involving circles. From there, students will master arithmetic operations (i.e., addition, subtraction, multiplication, and division) of rational numbers, including positive and negative integers, fractions, and decimals. Students will enhance their algebraic thinking by generating equivalent expressions, solving multi-step equations, and interpreting inequalities in various contexts. Additionally, students will solve problems with real-world applications such as simple interest and comparisons of population data. Geometric concepts are also covered. Specifically, students will solve problems related to surface area, angle relationships, and the construction of triangles and other plane figures. Finally, the course will end with probability, challenging students to solve problems involving theoretical and experimental probability, design simulations, and representing event likelihood on a number line. By the end of the year, students will develop a comprehensive mathematical toolkit to solve complex problems and make informed predictions with precision.

Eighth-Grade Mathematics

In eighth-grade mathematics, students will delve into topics that blend geometric transformations, linear and nonlinear relationships, and real-world applications to deepen their mathematical insight. The course begins with students exploring rigid transformations and congruence, as well as learning to identify and apply sequences of rotations, reflections, and translations to demonstrate figure congruence. This concept will be extended to learning the effects of dilations, translations, and

rotations, while also tackling angle relationships in triangles. Students will then focus on linear relationships, solving and graphing equations with variables on both sides and writing systems of equations to model real-world problems. Additionally, students will learn to analyze both linear and nonlinear relationships, comparing function representations and writing equations from verbal descriptions. The next unit will shift to covering integer exponents and scientific notation, simplifying expressions, and performing operations with exponents. Once students have mastered those concepts, they will move on to applying the Pythagorean Theorem to solve real-world problems and exploring rational and irrational numbers. Finally, students will expand their knowledge of statistical analysis by constructing and interpreting scatter plots, fitting linear models to data, and analyzing two-variable data relationships. By the end of the year, students will master a range of mathematical concepts and techniques, preparing them to approach complex problems with confidence and precision.

Fifth-Grade Science

In fifth-grade science, students will dive into a rich exploration of Earth's systems and scientific principles through a series of hands-on and observational units. Students will explore patterns of Earth and sky by using graphical data to understand seasonal variations in shadows and star appearances. They will also craft scientific explanations about gravity and the brightness of celestial bodies relative to their distance from Earth. The next part of the course will delve into matter and involve experiments with heating, cooling, and mixing substances to demonstrate the conservation of matter, as well as making observations to identify materials and their properties. From there, students will learn about the Earth System. Students will develop models to understand the interactions among the geosphere, biosphere, hydrosphere, and atmosphere, and investigate weathering, erosion, and geological changes through careful observation and testing. We will end with a unit on ecosystem restoration that will challenge students to integrate information on how communities use scientific concepts to protect environmental resources and promote sustainability. This comprehensive approach will foster a deep understanding of scientific processes and their impact on the world.

Sixth-Grade Science

In sixth-grade science, students will embark on an in-depth exploration of biological systems, environmental interactions, and engineering principles. They will start by investigating the microbiome, comparing cell and molecular sizes to understand how microorganisms impact human health. In studying metabolism, they will examine cell functions and model how food transforms through chemical reactions to support growth and energy. The course will then delve into traits and reproduction, where students analyze how genetic mutations and reproductive strategies influence organisms. From there, they will do thermal energy investigations that challenge them to design devices that manage heat transfer, while studies of ocean, atmosphere, and climate reveal how Earth's uneven heating shapes regional climates. Weather patterns will be explored through data collection on air-mass interactions, and students will learn to address climate change by evaluating human impacts and proposing solutions. The year will conclude with an engineering project, where students develop and test prototypes,

applying their scientific knowledge to achieve optimal designs. This comprehensive curriculum will foster critical thinking and problem-solving skills by integrating science with real-world applications.

Seventh-Grade Science

In seventh-grade science, students will immerse themselves in understanding Earth's dynamic systems and the principles of environmental science through a series of hands-on investigations and models. The course will kick off with an analysis of plate tectonics, using fossil and rock data to trace historical plate movements. Students will then delve into rock transformations, exploring how Earth's materials cycle and how geoscience processes shape the planet over time. They will develop models to predict phase changes of substances under varying thermal conditions and investigate chemical reactions by examining molecular structures and substance interactions. A focus on ecosystems will highlight the impact of resource availability on populations and the intricate flow of matter and energy. A mock “engineering internship” will push students to tackle real-world design challenges by defining problems, evaluating solutions, and forecasting natural hazards to inform technology development. Additionally, the course will include a unit on sexual health education, guiding students through identity exploration, bodily awareness, and relationship skills. This comprehensive curriculum will foster a deep understanding of scientific principles and their real-world applications, while supporting students’ personal growth and environmental stewardship.

Eighth-Grade Science

In eighth-grade science, students will embark on a dynamic exploration of physical forces, energy, and biological evolution through a series of hands-on investigations and models. They will start by examining how kinetic energy transfer impacts objects and how this principle can be harnessed to solve real-world problems. From there students will delve into light waves, learning how wave properties like amplitude relate to energy and how waves interact with different materials. They will explore the fundamentals of force and motion, using Newton’s Third Law to design solutions for colliding objects and graphing the relationships between kinetic energy, mass, and speed. Investigations into magnetic fields will reveal how forces act at a distance and how changing object arrangements affect potential energy. The course will then shift to cosmic patterns, modeling the Earth-sun-moon system to understand lunar phases, eclipses, and seasonal changes, while examining gravity's role in celestial motions. In the realm of biology, students will explore natural selection and evolutionary history, analyzing genetic mutations and fossil records to understand life’s diversity and extinction over Earth’s 4.6-billion-year history. The course will culminate in a mock “engineering project” where students design a container to protect an egg from a fall, integrating their knowledge of force and motion into practical problem-solving. This comprehensive approach will encourage a deep understanding of scientific principles and their real-world applications, while fostering critical thinking and innovation.

Fifth-Grade Social Studies

In fifth-grade social studies, students will embark on an immersive journey through American history and geography, unraveling the complex tapestry of human and physical landscapes. The course will begin with students mastering geographic concepts like longitude and latitude to plot locations and writing compelling narratives about their experiences to identify their place in history. They will then explore the original people of North America, examining the diverse pre-Columbian cultures from the cliff dwellers of the Southwest to the nomadic Plains nations. As they delve into early American explorers, students will trace exploration routes, analyze the motivations and technological advances behind European voyages, and assess the impact of these explorers on the Americas. From there, students will study the founding of the colonies. This unit will reveal the dynamic interactions between Native Americans and settlers and the geographical and political influences on the 13 original colonies. The unit will also describe the introduction of slavery into America, the struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. Moving onto the American Revolution, students will investigate the causes and key figures of the revolution, including the drafting of the Declaration of Independence and its enduring significance. Subsequently, students will learn about the creation and importance of the U.S. Constitution. The course will culminate with tracing the patterns of American settlement and expansion from 1789 to the mid-1800s. This comprehensive approach will provide students with a nuanced understanding of America's history, geography, and foundational principles.

Sixth-Grade Social Studies

In sixth-grade social studies, students will embark on a comprehensive journey through early civilizations and their legacies. First, students will explore the transition from Paleolithic societies to agricultural communities, focusing on the development of tools and the impact of climatic changes. They will then delve into the Kingdoms of Egypt and Kush. In this unit, students will analyze the rise of complex societies along major river systems, the significance of Hammurabi's Code and early writing systems. The course will continue with a section on the Ancient Hebrews where students examine the geographical and historical context of Hebrew settlements and the profound significance of the Exodus. As they explore Ancient India, they will investigate the Aryan migrations, the evolution of Brahmanism into Hinduism, and the intricacies of the caste system. The study of ancient China will cover the origins of Chinese civilization, the impact of Confucianism and Taoism, the achievements of Shi Huangdi and the Han Dynasty, and the significance of the Silk Roads. In ancient Greece, students will analyze the influence of geography on Greek city-states, the evolution of democracy, Greek mythology, and the enduring contributions of figures like Socrates and Alexander the Great. The course will conclude with ancient Rome, detailing the rise of the Roman Republic and Empire, the spread of Christianity, and the lasting legacies of Roman innovations in governance, culture, and infrastructure. Through these units, students will gain a rich understanding of how ancient civilizations have shaped the modern world.

Seventh-Grade Social Studies

In seventh-grade social studies, students will learn about the rise and fall of civilizations, exploring the complex tapestry of human development from various regions across history. Beginning with the fall of

Rome, they will delve into the empire's expansion, its enduring contributions, and the subsequent rise of the Byzantine Empire, analyzing the split between Eastern Orthodox and Roman Catholic traditions. The course will then transition to medieval Europe, where students examine the geographic and social dynamics that shaped feudalism, the spread of Christianity, and the impact of the bubonic plague. This exploration will continue with the rise of Islam, tracing its origins, cultural expansions, and intellectual contributions. Students will also explore the thriving sub-Saharan African kingdoms, including Ghana and Mali, and their trade networks, as well as the intricate developments within imperial China, from the Tang Dynasty to the Ming Dynasty. In the Americas, they will compare Meso-American and Andean civilizations, uncovering their societal structures and achievements. The course will culminate with examining medieval Japan's unique blend of cultural influences and the samurai's rise. This course will provide a comprehensive overview of how diverse civilizations navigated their environments, shaped their societies, and influenced the world.

Eighth-Grade Social Studies

In eighth-grade social studies, students will embark on an in-depth exploration of the pivotal moments and transformative forces that shaped modern America. The curriculum will begin with an analysis of the Civil War and Reconstruction, examining the profound causes and far-reaching effects of the conflict, including the debates over slavery, state and federal authority, and the enduring legacy of key figures like Abraham Lincoln. From there, students will traverse the era of Westward Expansion, scrutinizing the implications of Manifest Destiny, the Texas War for Independence, and the Mexican-American War. The course will then delve into the Industrial Revolution, exploring its economic and social upheavals, the rise of industrial giants, and the responses of labor movements and immigration. As students progress to the era of imperialism and World War I, they will analyze American motives for expansion, the impacts of industrialization on warfare, and the repercussions of U.S. involvement in global conflicts. The curriculum will continue with an examination of the Great Depression and World War II, evaluating the New Deal's effects, the rise of totalitarian regimes, and the complex moral questions surrounding wartime decisions. Finally, students will explore the Civil Rights Movement, tracing the struggle for racial equality through key events, influential leaders, and landmark legislation. This comprehensive study will not only deepen students' understanding of historical events but will also encourage them to critically engage with the forces that continue to shape contemporary society.

Instructional Methods and Strategies

Students will learn best when there is rigorous, standards-based teaching where students do the heavy lift, engage in tasks that require critical thinking, and actively process content through reading, writing, analyzing, and discussing. KIPP SoCal's Standards for Excellent Teaching will set the key instructional methods and strategies for the Charter School's teachers: (1) hold high beliefs and high expectations for students; (2) maintain consistent and predictive routines; (3) come into the classroom internalized and prepared; (3) execute a clear lesson cycle; and (4) use data to review, reteach, and extend as needed. All academic experiences will be in pursuit of students thriving in middle school, high school, college, and

beyond. These instructional methods and strategies are discussed elsewhere throughout this charter petition.

Ensuring Student Mastery of California Content and Performance Standards

The Charter School — and all KIPP SoCal schools — will fully implement Common Core State Standards (“CCSS”) with CCSS-aligned curriculum. Science instruction will implement the three dimensions of California’s Next Generation Science Standards, which include science and engineering practices, disciplinary core ideas, and crosscutting concepts. Our science instruction will also weave in the CCSS reading standards for literacy in science and technical subjects. Social studies and history instruction will implement these science standards as well. As discussed elsewhere in the charter, our teachers will integrate ELD standards across all content areas.

To ensure that students master these standards, the Charter School’s teachers will receive regular professional development and support from KIPP SoCal’s Teaching and Learning team, school leadership, and their colleagues. As discussed elsewhere in the charter, this ongoing professional development and support will focus on lesson planning, internalization, scope and sequencing, assessment creation, assessment calendaring and monitoring, coaching instructional leaders, student achievement goal setting, data analysis, and observations of classroom practice.

Technology-Related Skills

The Charter School will ensure that all students attain technological literacy and fluency by providing access to one-to-one technology — all of which will be SBAC ready. The Charter School will also implement online instruction throughout the school day. Our instructional program will offer opportunities for students to effectively use technology to communicate, collect information, solve problems, and collaborate across all content areas. We will use programs that personalize and tailor learning to each student to meet their needs. Students will use technology regularly to take assessments, access research online, and access instructional materials and assignments.

Academic Calendar and Schedules

This section provides an overview of the Charter School’s academic calendar and schedules. In the subsections below, we include an academic calendar for the first year of the new charter term. We put forward a comprehensive set of sample daily schedules. And we detail the instructional days and minutes for each grade level served.

Academic Calendar for the First Year of Charter Term

The academic calendar for the first year of the charter term is below:

| | | |
|---|--|------------------------|
| KIPP SoCal Public Schools 08/14/2025 through 06/12/2026 | KIPP Sol Academy 2025-2026 Calendar Year | Calendar Report |
|---|--|------------------------|

| Legend | |
|---|-----------------------|
| | Non-instructional day |
| | Non school day |
| Period Schedules | |
| | Regular (3:30) |
| | Early Release (1:00) |
| | Testing Day |

Key Dates

| | |
|------------|---------------------------------------|
| Fr, Aug 29 | Non school Day, Holiday |
| Mo, Sep 1 | Non school Day, Holiday |
| Fr, Sep 26 | Non-instructional Day, Teacher PD |
| Mo, Oct 13 | Non school Day, Holiday |
| Mo, Oct 20 | Non-instructional Day, Teacher PD |
| Mo, Oct 27 | Instructional Day, PT Conference |
| Tu, Oct 28 | Instructional Day, PT Conference |
| We, Oct 29 | Instructional Day, PT Conference |
| Th, Oct 30 | Instructional Day, PT Conference |
| Fr, Oct 31 | Instructional Day, PT Conference |
| Tu, Nov 11 | Non school Day, Holiday |
| Mo, Nov 24 | Non school Day, Holiday |
| Tu, Nov 25 | Non school Day, Holiday |
| We, Nov 26 | Non school Day, Holiday |
| Th, Nov 27 | Non school Day, Holiday |
| Fr, Nov 28 | Non school Day, Holiday |
| Mo, Dec 15 | Non school Day, Holiday |
| Tu, Dec 16 | Non school Day, Holiday |
| We, Dec 17 | Non school Day, Holiday |
| Th, Dec 18 | Non school Day, Holiday |
| Fr, Dec 19 | Non school Day, Holiday |
| Mo, Dec 22 | Non school Day, Holiday |
| Tu, Dec 23 | Non school Day, Holiday |
| We, Dec 24 | Non school Day, Holiday |
| Th, Dec 25 | Non school Day, Holiday |
| Fr, Dec 26 | Non school Day, Holiday |
| Mo, Dec 29 | Non school Day, Holiday |
| Tu, Dec 30 | Non school Day, Holiday |
| We, Dec 31 | Non school Day, Holiday |
| Th, Jan 1 | Non school Day, Holiday |
| Fr, Jan 2 | Non school Day, Holiday |
| Mo, Jan 5 | Non-instructional Day, Teacher PD |
| Tu, Jan 20 | Non school Day, Holiday |
| Tu, Feb 17 | Non school Day, Holiday |
| Mo, Mar 2 | Non-instructional Day, Teacher PD |
| Tu, Mar 31 | Non school Day, Holiday |
| We, Apr 1 | Instructional Day, PT Conference |
| Th, Apr 2 | Instructional Day, PT Conference |
| Fr, Apr 3 | Instructional Day, PT Conference |
| Mo, Apr 13 | Non school Day, Holiday |
| Tu, Apr 14 | Non school Day, Holiday |
| We, Apr 15 | Non school Day, Holiday |
| Th, Apr 16 | Non school Day, Holiday |
| Fr, Apr 17 | Non school Day, Holiday |
| Tu, May 26 | Non school Day, Holiday |
| Fr, Jun 12 | Instructional Day, Last Day of School |

| July | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| August | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |
| September | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |
| October | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| November | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |
| December | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| January | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| February | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | | | | | | |
| March | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| April | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| May | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |
| June | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Total number of instructional days this year: 180

Sample Daily Schedules

The Charter School's sample daily schedules are outlined below:

| Fifth Grade Monday - Early Dismissal (1:00pm) | | | | | | | | |
|---|----------|----------------|----------------|----------------|----------------|---------|---|---------------------------|
| Start Time | End Time | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
| 8:00 AM | 8:15 AM | HR/ DEAR | | | | 15 | I | |
| 8:15 AM | 8:18 AM | Transition | | | | 3 | N | |
| 8:18 AM | 8:58 AM | PE | ELA | PE | ELA | 40 | I | |
| 8:58 AM | 9:01 AM | Transition | | | | 3 | N | |
| 9:01 AM | 9:36 AM | Community Time | | | | 35 | I | |
| 9:36 AM | 9:39 AM | Transition | | | | 3 | N | |
| 9:39 AM | 10:19 AM | Math | Social Studies | Math | Social Studies | 40 | I | |
| 10:19 AM | 10:21 AM | Transition | | | | 2 | N | |
| 10:21 AM | 10:51 AM | Lunch | | | | 30 | N | |
| 10:51 AM | 10:54 AM | Transition | | | | 3 | N | |
| 10:54 AM | 11:34 AM | Science | PE | Science | PE | 40 | I | |
| 11:34 AM | 11:37 AM | Transition | | | | 3 | N | |
| 11:37 AM | 12:17 PM | ELA | Math | ELA | Math | 40 | I | |
| 12:17 PM | 12:20 PM | Transition | | | | 3 | N | |
| 12:20 PM | 1:00 PM | Social Studies | Science | Social Studies | Science | 40 | I | |
| | | | | | | | | 250 |

| Fifth Grade - Tuesday, Thursday, and Friday (Regular Days 3:30pm) | | | | | | | | |
|---|----------|---------------------------|----------------|----------------|----------------|---------|---|---------------------------|
| Start | End | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
| 8:00 AM | 8:35 AM | DEAR/ ELD | | | | 35 | I | |
| 8:35 AM | 8:38 AM | Transition | | | | 3 | N | |
| 8:38 AM | 8:53 AM | Recess + Second Breakfast | | | | 15 | N | |
| 8:53 AM | 8:56 AM | Transition | | | | 3 | N | |
| 8:56 AM | 9:58 AM | Elective | ELA | Math | ELA | 62 | I | |
| 9:58 AM | 10:01 AM | Transition | | | | 3 | N | |
| 10:01 AM | 11:03 AM | Math | Elective | Science | Social Studies | 62 | I | |
| 11:03 AM | 11:06 AM | Transition | | | | 3 | N | |
| 11:06 AM | 11:36 AM | Intervention | | | | 30 | I | |
| 11:36 AM | 11:38 AM | Transition | | | | 2 | N | |
| 11:38 AM | 12:08 PM | Lunch | | | | 30 | N | |
| 12:08 PM | 12:11 PM | Transition | | | | 3 | N | |
| 12:11 PM | 12:16 PM | Calm Classroom | | | | 5 | I | |
| 12:16 PM | 1:18 PM | Science | Social Studies | ELA | Math | 62 | I | |
| 1:18 PM | 1:21 PM | Transition | | | | 3 | N | |
| 1:21 PM | 2:23 PM | ELA | Math | Social Studies | Elective | 62 | I | |
| 2:23 PM | 2:26 PM | Transition | | | | 3 | N | |
| 2:26 PM | 3:30 PM | Social Studies | Science | Elective | Science | 64 | I | |
| | | | | | | | | 382 |

| Fifth Grade - Wednesday (Regular Days 3:30pm) | | | | | | | | |
|---|----------|---------------------------|----------------|----------------|----------------|---------|---|---------------------------|
| Start | End | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
| 8:00 AM | 8:35 AM | DEAR/ ELD | | | | 35 | I | |
| 8:35 AM | 8:38 AM | Transition | | | | 3 | N | |
| 8:38 AM | 8:53 AM | Recess + Second Breakfast | | | | 15 | N | |
| 8:53 AM | 8:56 AM | Transition | | | | 3 | N | |
| 8:56 AM | 9:58 AM | PE | ELA | PE | ELA | 62 | I | |
| 9:58 AM | 10:01 AM | Transition | | | | 3 | N | |
| 10:01 AM | 11:03 AM | Math | Social Studies | Math | Social Studies | 62 | I | |
| 11:03 AM | 11:06 AM | Transition | | | | 3 | N | |
| 11:06 AM | 11:36 AM | Intervention | | | | 30 | I | |
| 11:36 AM | 11:38 AM | Transition | | | | 2 | N | |
| 11:38 AM | 12:08 PM | Lunch | | | | 30 | N | |
| 12:08 PM | 12:11 PM | Transition | | | | 3 | N | |
| 12:11 PM | 12:16 PM | Calm Classroom | | | | 5 | I | |
| 12:16 PM | 1:18 PM | Science | PE | Science | PE | 62 | I | |
| 1:18 PM | 1:21 PM | Transition | | | | 3 | N | |
| 1:21 PM | 2:23 PM | ELA | Math | ELA | Math | 62 | I | |
| 2:23 PM | 2:26 PM | Transition | | | | 3 | N | |
| 2:26 PM | 3:30 PM | Social Studies | Science | Social Studies | Science | 64 | I | |
| | | | | | | | | 382 |

| Sixth Grade Monday - Early Dismissal (1:00pm) | | | | | | | | |
|---|----------|----------------|----------------|----------------|----------------|---------|---|---------------------------|
| Start Time | End Time | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
| 8:00 AM | 8:15 AM | HR/ DEAR | | | | 15 | I | |
| 8:15 AM | 8:18 AM | Transition | | | | 3 | N | |
| 8:18 AM | 8:58 AM | Math | PE | Social Studies | ELA | 40 | I | |
| 8:58 AM | 9:01 AM | Transition | | | | 3 | N | |
| 9:01 AM | 9:36 AM | Community Time | | | | 35 | I | |
| 9:36 AM | 9:39 AM | Transition | | | | 3 | N | |
| 9:39 AM | 10:19 AM | Science | ELA | PE | Social Studies | 40 | I | |
| 10:19 AM | 10:22 AM | Transition | | | | 3 | N | |
| 10:22 AM | 11:02 AM | ELA | Social Studies | Science | Math | 40 | I | |
| 11:02 AM | 11:05 AM | Transition | | | | 3 | N | |
| 11:05 AM | 11:45 AM | PE | Math | ELA | Science | 40 | I | |
| 11:45 AM | 11:47 AM | Transition | | | | 2 | N | |
| 11:47 AM | 12:17 PM | Lunch | | | | 30 | N | |
| 12:17 PM | 12:20 PM | Transition | | | | 3 | N | |
| 12:20 PM | 1:00 PM | Social Studies | Science | Math | PE | 40 | I | |
| | | | | | | | | 250 |

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|--|
| Sixth Grade - Tuesday, Thursday, and Friday (Regular Days 3:30pm) |
|--|

| Start | End | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
|----------|----------|----------------------------------|----------------|----------------|----------------|---------|---|---------------------------|
| 8:00 AM | 8:36 AM | DEAR/ ELD | | | | 36 | I | |
| 8:36 AM | 8:39 AM | Transition | | | | 3 | N | |
| 8:39 AM | 8:54 AM | Indoor Recess + Second Breakfast | | | | 15 | N | |
| 8:54 AM | 8:57 AM | Transition | | | | 3 | N | |
| 8:57 AM | 9:59 AM | Math | Elective | Social Studies | ELA | 62 | I | |
| 9:59 AM | 10:02 AM | Transition | | | | 3 | N | |
| 10:02 AM | 11:04 AM | Science | ELA | Elective | Social Studies | 62 | I | |
| 11:04 AM | 11:07 AM | Transition | | | | 3 | N | |
| 11:07 AM | 11:37 AM | Lunch | | | | 30 | N | |
| 11:37 AM | 11:40 AM | Transition | | | | 3 | N | |
| 11:40 AM | 11:44 AM | Calm Classroom | | | | 4 | I | |
| 11:44 AM | 12:14 PM | Intervention | | | | 30 | I | |
| 12:14 PM | 12:17 PM | Transition | | | | 3 | N | |
| 12:17 PM | 1:19 PM | ELA | Social Studies | Science | Math | 62 | I | |
| 1:19 PM | 1:22 PM | Transition | | | | 3 | N | |
| 1:22 PM | 2:25 PM | Elective | Math | ELA | Science | 63 | I | |
| 2:25 PM | 2:28 PM | Transition | | | | 3 | N | |
| 2:28 PM | 3:30 PM | Social Studies | Science | Math | Elective | 62 | I | |
| | | | | | | | | 381 |

Sixth Grade - Wednesday (Regular Days 3:30pm)

| Start | End | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
|----------|----------|----------------------------------|----------------|----------------|----------------|---------|---|---------------------------|
| 8:00 AM | 8:36 AM | DEAR/ ELD | | | | 36 | I | |
| 8:36 AM | 8:39 AM | Transition | | | | 3 | N | |
| 8:39 AM | 8:54 AM | Indoor Recess + Second Breakfast | | | | 15 | N | |
| 8:54 AM | 8:57 AM | Transition | | | | 3 | N | |
| 8:57 AM | 9:59 AM | Math | PE | Social Studies | ELA | 62 | I | |
| 9:59 AM | 10:02 AM | Transition | | | | 3 | N | |
| 10:02 AM | 11:04 AM | Science | ELA | PE | Social Studies | 62 | I | |
| 11:04 AM | 11:07 AM | Transition | | | | 3 | N | |
| 11:07 AM | 11:37 AM | Lunch | | | | 30 | N | |
| 11:37 AM | 11:40 AM | Transition | | | | 3 | N | |
| 11:40 AM | 11:44 AM | Calm Classroom | | | | 4 | I | |
| 11:44 AM | 12:14 PM | Intervention | | | | 30 | I | |
| 12:14 PM | 12:17 PM | Transition | | | | 3 | N | |
| 12:17 PM | 1:19 PM | ELA | Social Studies | Science | Math | 62 | I | |
| 1:19 PM | 1:22 PM | Transition | | | | 3 | N | |
| 1:22 PM | 2:25 PM | PE | Math | ELA | Science | 63 | I | |
| 2:25 PM | 2:28 PM | Transition | | | | 3 | N | |
| 2:28 PM | 3:30 PM | Social Studies | Science | Math | PE | 62 | I | |
| | | | | | | | | 381 |

| Seventh Grade Monday - Early Dismissal (1:00pm) | | | | | | | | |
|---|----------|----------------|----------------|----------------|----------------|---------|---|---------------------------|
| Start Time | End Time | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
| 8:00 AM | 8:10 AM | HR/ DEAR | | | | 10 | I | |
| 8:10 AM | 8:13 AM | Transition | | | | 3 | N | |
| 8:13 AM | 8:53 AM | Math | Science | Social Studies | ELA | 40 | I | |
| 8:53 AM | 8:56 AM | Transition | | | | 3 | N | |
| 8:56 AM | 9:31 AM | Community Time | | | | 35 | I | |
| 9:31 AM | 9:34 AM | Transition | | | | 3 | N | |
| 9:34 AM | 10:14 AM | Science | Elective | ELA | Math | 40 | I | |
| 10:14 AM | 10:17 AM | Transition | | | | 3 | N | |
| 10:17 AM | 10:57 AM | ELA | Social Studies | Science | Elective | 40 | I | |
| 10:57 AM | 11:00 AM | Transition | | | | 3 | N | |
| 11:00 AM | 11:30 AM | Lunch | | | | 30 | N | |
| 11:30 AM | 11:33 AM | Transition | | | | 3 | N | |
| 11:33 AM | 12:13 PM | Elective | ELA | Math | Social Studies | 40 | I | |
| 12:13 PM | 12:16 PM | Transition | | | | 3 | N | |
| 12:16 PM | 1:00 PM | Social Studies | Math | Elective | Science | 44 | I | |
| | | | | | | | | 249 |

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|--|
| Seventh Grade - Tuesday, Thursday, and Friday (Regular Days 3:30pm) |
|--|

| Start | End | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
|----------|----------|----------------------------------|----------------|----------------|----------------|---------|---|---------------------------|
| 8:00 AM | 8:32 AM | DEAR/ ELD | | | | 32 | I | |
| 8:32 AM | 8:35 AM | Transition | | | | 3 | N | |
| 8:35 AM | 9:37 AM | Math | Science | Social Studies | ELA | 62 | I | |
| 9:37 AM | 9:40 AM | Transition | | | | 3 | N | |
| 9:40 AM | 9:55 AM | Indoor Recess + Second Breakfast | | | | 15 | N | |
| 9:55 AM | 9:58 AM | Transition | | | | 3 | N | |
| 9:58 AM | 11:00 AM | Science | PE | ELA | Math | 62 | I | |
| 11:00 AM | 11:03 AM | Transition | | | | 3 | N | |
| 11:03 AM | 12:05 PM | ELA | Social Studies | Science | PE | 62 | I | |
| 12:05 PM | 12:08 PM | Transition | | | | 3 | N | |
| 12:08 PM | 12:38 PM | Lunch | | | | 30 | N | |
| 12:38 PM | 12:41 PM | Transition | | | | 3 | N | |
| 12:41 PM | 12:45 PM | Calm Classroom | | | | 4 | I | |
| 12:45 PM | 1:15 PM | Intervention | | | | 30 | I | |
| 1:15 PM | 1:18 PM | Transition | | | | 3 | N | |
| 1:18 PM | 2:20 PM | PE | ELA | Math | Social Studies | 62 | I | |
| 2:20 PM | 2:23 PM | Transition | | | | 3 | N | |
| 2:23 PM | 3:30 PM | Social Studies | Math | PE | Science | 67 | I | |
| | | | | | | | | 381 |

| Seventh Grade - Wednesday (Regular Days 3:30pm) | | | | | | | | |
|---|----------|----------------------------------|----------------|----------------|----------------|---------|---|---------------------------|
| Start | End | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
| 8:00 AM | 8:32 AM | DEAR/ ELD | | | | 32 | I | |
| 8:32 AM | 8:35 AM | Transition | | | | 3 | N | |
| 8:35 AM | 9:37 AM | Math | Science | Social Studies | ELA | 62 | I | |
| 9:37 AM | 9:40 AM | Transition | | | | 3 | N | |
| 9:40 AM | 9:55 AM | Indoor Recess + Second Breakfast | | | | 15 | N | |
| 9:55 AM | 9:58 AM | Transition | | | | 3 | N | |
| 9:58 AM | 11:00 AM | Science | Elective | ELA | Math | 62 | I | |
| 11:00 AM | 11:03 AM | Transition | | | | 3 | N | |
| 11:03 AM | 12:05 PM | ELA | Social Studies | Science | Elective | 62 | I | |
| 12:05 PM | 12:08 PM | Transition | | | | 3 | N | |
| 12:08 PM | 12:38 PM | Lunch | | | | 30 | N | |
| 12:38 PM | 12:41 PM | Transition | | | | 3 | N | |
| 12:41 PM | 12:45 PM | Calm Classroom | | | | 4 | I | |
| 12:45 PM | 1:15 PM | Intervention | | | | 30 | I | |
| 1:15 PM | 1:18 PM | Transition | | | | 3 | N | |
| 1:18 PM | 2:20 PM | Elective | ELA | Math | Social Studies | 62 | I | |
| 2:20 PM | 2:23 PM | Transition | | | | 3 | N | |
| 2:23 PM | 3:30 PM | Social Studies | Math | Elective | Science | 67 | I | |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|-----|
| | | | | | | | | 381 |
|--|--|--|--|--|--|--|--|-----|

| Eighth Grade Monday - Early Dismissal (1:00pm) | | | | | | | | |
|--|----------|----------------|----------------|----------------|----------------|---------|---|---------------------------|
| Start Time | End Time | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
| 8:00 AM | 8:15 AM | HR/ DEAR | | | | 15 | I | |
| 8:15 AM | 8:18 AM | Transition | | | | 3 | N | |
| 8:18 AM | 8:58 AM | Science | Math | Social Studies | ELA | 40 | I | |
| 8:58 AM | 9:01 AM | Transition | | | | 3 | N | |
| 9:01 AM | 9:36 AM | Community Time | | | | 35 | I | |
| 9:36 AM | 9:39 AM | Transition | | | | 3 | N | |
| 9:39 AM | 10:19 AM | Social Studies | Science | ELA | Elective | 40 | I | |
| 10:19 AM | 10:22 AM | Transition | | | | 3 | N | |
| 10:22 AM | 11:02 AM | Math | Social Studies | Elective | Science | 40 | I | |
| 11:02 AM | 11:05 AM | Transition | | | | 3 | N | |
| 11:05 AM | 11:45 AM | ELA | Elective | Science | Math | 40 | I | |
| 11:45 AM | 11:47 AM | Transition | | | | 2 | N | |
| 11:47 AM | 12:27 PM | Elective | ELA | Math | Social Studies | 40 | I | |
| 12:27 PM | 12:30 PM | Transition | | | | 3 | N | |
| 12:30 PM | 1:00 PM | Lunch | | | | 30 | N | |
| | | | | | | | | 250 |

| Eighth Grade - Tuesday, Thursday, and Friday (Regular Days 3:30pm) | | | | | | | | |
|--|----------|----------------------------------|----------------|----------------|----------------|---------|---|---------------------------|
| Start | End | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
| 8:00 AM | 8:37 AM | DEAR/ ELD | | | | 37 | I | |
| 8:37 AM | 8:40 AM | Transition | | | | 3 | N | |
| 8:40 AM | 9:43 AM | Science | Math | Social Studies | ELA | 63 | I | |
| 9:43 AM | 9:45 AM | Transition | | | | 2 | N | |
| 9:45 AM | 10:00 AM | Indoor Recess + Second Breakfast | | | | 15 | N | |
| 10:00 AM | 10:04 AM | Transition | | | | 4 | N | |
| 10:04 AM | 11:07 AM | Social Studies | Science | ELA | PE | 63 | I | |
| 11:07 AM | 11:10 AM | Transition | | | | 3 | N | |
| 11:10 AM | 12:13 PM | Math | Social Studies | PE | Science | 63 | I | |
| 12:13 PM | 12:16 PM | Transition | | | | 3 | N | |
| 12:16 PM | 12:46 PM | Intervention | | | | 30 | I | |
| 12:46 PM | 12:49 PM | Transition | | | | 3 | N | |
| 12:49 PM | 1:19 PM | Lunch | | | | 30 | N | |
| 1:19 PM | 1:22 PM | Transition | | | | 3 | N | |
| 1:20 PM | 1:23 PM | Calm Classroom | | | | 3 | I | |
| 1:23 PM | 2:25 PM | ELA | PE | Science | Math | 62 | I | |
| 2:25 PM | 2:28 PM | Transition | | | | 3 | N | |
| 2:28 PM | 3:30 PM | PE | ELA | Math | Social Studies | 62 | I | |
| | | | | | | | | 380 |

| Eighth Grade - Wednesday (Regular Days 3:30pm) | | | | | | | | |
|--|----------|----------------------------------|----------------|----------------|----------------|---------|---|---------------------------|
| Start | End | HR 1 | HR 2 | HR 3 | HR 4 | MINUTES | Instructional (I) or Non-instructional (N)? | Total # Instructional Min |
| 8:00 AM | 8:37 AM | DEAR/ ELD | | | | 37 | I | |
| 8:37 AM | 8:40 AM | Transition | | | | 3 | N | |
| 8:40 AM | 9:43 AM | Science | Math | Social Studies | ELA | 63 | I | |
| 9:43 AM | 9:45 AM | Transition | | | | 2 | N | |
| 9:45 AM | 10:00 AM | Indoor Recess + Second Breakfast | | | | 15 | N | |
| 10:00 AM | 10:04 AM | Transition | | | | 4 | N | |
| 10:04 AM | 11:07 AM | Social Studies | Science | ELA | Elective | 63 | I | |
| 11:07 AM | 11:10 AM | Transition | | | | 3 | N | |
| 11:10 AM | 12:13 PM | Math | Social Studies | Elective | Science | 63 | I | |
| 12:13 PM | 12:16 PM | Transition | | | | 3 | N | |
| 12:16 PM | 12:46 PM | Intervention | | | | 30 | I | |
| 12:46 PM | 12:49 PM | Transition | | | | 3 | N | |
| 12:49 PM | 1:19 PM | Lunch | | | | 30 | N | |
| 1:19 PM | 1:22 PM | Transition | | | | 3 | N | |
| 1:20 PM | 1:23 PM | Calm Classroom | | | | 3 | I | |
| 1:23 PM | 2:25 PM | ELA | Elective | Science | Math | 62 | I | |
| 2:25 PM | 2:28 PM | Transition | | | | 3 | N | |
| 2:28 PM | 3:30 PM | Elective | ELA | Math | Social Studies | 62 | I | |
| | | | | | | | | 380 |

Instructional Days and Minutes Table

The table below details the instructional days minutes for each grade level served:

| Grades | Grades Offered | Number of Regular Days | Number of Instr. Minutes Per Regular Day | Number of Early Dismissal Days | Number of Instr. Minutes Per Early Dismissal Day | Total Number of Instr. Days | Minutes Req'd Per State Law | Total Number of Instr. Minutes | Number of Instr. Minutes Above/Below State Req't. |
|--------|----------------|------------------------|--|--------------------------------|--|-----------------------------|-----------------------------|--------------------------------|---|
| 5 | Yes | 137 | 382 | 43 | 250 | 180 | 54000 | 63084 | 9084 |
| 6 | Yes | 137 | 381 | 43 | 250 | 180 | 54000 | 62947 | 8947 |
| 7 | Yes | 137 | 381 | 43 | 249 | 180 | 54000 | 62904 | 8904 |
| 8 | Yes | 137 | 380 | 43 | 250 | 180 | 54000 | 62810 | 8810 |

Professional Development

In this section, the Charter School describes how it will provide ongoing professional development to ensure that teachers and other team members have the capacity to deliver the educational program. The section also describes how the Charter School will recruit credentialed teachers and support new teachers with professional development.

Professional Development Plan for First Year of Charter

Our team will ground itself in our mission by beginning and ending each year as a whole team reflecting on the degree to which Sol has realized our mission. We will break down each phrase of our mission and thoroughly dig into its meaning and reflection in our actions and priorities. Each year, the list of “what needs to be improved” will decrease as the list of “what is working well” grows.

Once the school year begins, our administrative team will provide weekly targeted professional development to team members in such high-leverage topics as instructional design, classroom management, student culture, data-driven instruction, common core standards, design-thinking, technology integration, literacy instruction, experiential learning, and parent and community engagement. Training on how teachers can monitor and report the progress of English Learners and other student groups will be embedded into all of the teaching training, as well as maximizing small-group instruction and other instruction-based professional development. By focusing on teaching and learning, professional development will help our students reach their learning goals.

Sample Professional Development Schedule

| Month | Topic |
|-----------|--|
| September | <ul style="list-style-type: none"> • Unit and lesson internalization processes • Planning with the End in Mind • Administering DIBELS & i-Ready Benchmark Assessments • Great Shake Preparation • Counseling 101 • Home Visits • Leadership Team Meeting • SSPT Lead Training • Research For Better Teaching • Special Education Teacher Cohort • Multilingual Learner Coordinator Training • Registrar Professional Development |
| October | <ul style="list-style-type: none"> • Executing a Clear Lesson Opening and Model • Digging Deeper into Unit and Lesson Internalization • Responding to BOY Data and Strategically Planning for Small Groups • Trauma-Informed Classrooms • Leadership Team Meeting • Research For Better Teaching • Special Education Teacher Cohort • PBIS Training • School Counselor Meeting • Registrar Professional Development |
| November | <ul style="list-style-type: none"> • Executing an Impactful Guided Practice and Gathering Formative Data • Small Group Best Practices • Unit Assessment Data Analysis and Reteach Approach • SSPT Lead Training • Leadership Team Meeting • Training for SBAC Coordinators • Research For Better Teaching • Special Education Teacher Cohort • School Counselor Meeting • Registrar Professional Development |
| December | <ul style="list-style-type: none"> • Executing an Impactful Guided Practice and Gathering Formative Data • Unit Assessment Data Analysis and Reteach Approach • Culturally Relevant Pedagogy • Leadership Team Meeting • Special Education Teacher Cohort • School Counselor Meeting • Registrar Professional Development |
| January | <ul style="list-style-type: none"> • Responding to MOY Data and Strategically Planning for Small Groups • Additional Training for i-Ready Coordinators • Research For Better Teaching |

| | |
|---------------------------------|--|
| | <ul style="list-style-type: none"> • Leadership Team Meeting • PBIS Training • Additional Training for DIBELS Coordinators • Special Education Teacher Cohort • School Counselor Meeting • Multilingual Learner Coordinator Training • Registrar Professional Development |
| February | <ul style="list-style-type: none"> • Looking at Student Work Protocol • SSPT Lead Training • School Counselor Meeting • Leadership Team Meeting • Research For Better Teaching • Special Education Teacher Cohort • Registrar Professional Development |
| March | <ul style="list-style-type: none"> • Responding to SBAC Interim Data and Planning for Reteach • School Counselor Meeting • Leadership Team Meeting • Research For Better Teaching • Special Education Teacher Cohort • Registrar Professional Development |
| April | <ul style="list-style-type: none"> • Responding to Data and Planning for Reteach • Special Education Teacher Cohort • School Counselor Meeting • PBIS Training • Multilingual Learner Coordinator Training |
| May | <ul style="list-style-type: none"> • Long Term Planning • Special Education Teacher Cohort • School Counselor Meeting • DIBELS Coordinator Training • Registrar Professional Development |
| June | <ul style="list-style-type: none"> • Analyzing EOY Data and Reflections for the Following School Year • School Counselor Meeting • Special Education Teacher Cohort • i-Ready Coordinator Training • Registrar Professional Development • Closeout: Ending the School Year |
| Summer Professional Development | <ul style="list-style-type: none"> • Onboarding New Team Members • Mission, Character Strengths, and Values • Start Strong Conference (featuring sessions on content-specific best practices, student engagement, data-driven instruction, classroom management, and cultural sensitivity) • Family Engagement |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Performance Management (i.e., instructional coaching, beginning-of-year reflections, and goal setting) |
|--|--|

Recruiting Credentialed Teachers and Supporting New Teachers

Team member selection will be one of the most critical aspects of Sol's success. This process will help us find driven candidates and hire team members who exhibit both the key character strengths and the outstanding past results that will make them successful in delivering our instructional program. Our teachers must be data-driven, student-focused, innovative and creative in the classroom, collaborative, persistent, and exceptionally caring for all students. They must have strong and positive professional recommendations, be team players, embody and exemplify the values of Sol, and be committed to the school's vision and mission.

Team member recruitment will happen via a series of methods. KIPP SoCal will recruit teachers at teacher hiring events, education conferences, and special recruitment events. Additionally, KIPP SoCal will advertise teacher openings on college and university job boards as well as other education-related job boards. KIPP SoCal's Director of Talent Acquisition will lead these recruitment efforts in conjunction with Sol's School Leader. To seek out a diverse pool of the best candidates, we will implement a strategic recruitment plan. Some of the strategies that we use are outlined below:

- **Schools of Education at UCLA, USC, Pepperdine and Loyola Marymount University:** KIPP SoCal will post job descriptions on local job boards and tap colleagues to source high quality candidates.
- **Established Current Contacts:** The School Leader will reach out to colleagues who may know high quality teachers looking for positions. The School Leader will also leverage contacts already developed by KIPP SoCal Public Schools.
- **Other KIPP SoCal Team Members:** The School Leader will reach out to other KIPP SoCal school team members to see if they have any friends or colleagues who are interested in teaching. The Sol website will include the school's vision, mission, goals, and values as well as information on KIPP SoCal, such as its history, network success, and the Five Pillars. Job descriptions will also be posted on the KIPP SoCal's website along with contact information and information on how to apply by November 1 of every year.

All candidates for teaching positions will undergo a substantial process to ensure that not only are they a fit for Sol, but also to ensure that Sol is a fit for them. The steps include an online application, a phone interview, and an in-person interview with the School Leader followed by a school observation, a panel interview with charter school stakeholders and a model teaching observation. In addition, we contact at least two references for each candidate.

In cases where the School Leader is unable to visit a candidate's classroom, for example a candidate who lives out of state, a candidate may submit a video. For non-teaching positions, candidates complete an online application and pre-interview questions before moving forward to interview with the School Leader, and if needed, interview with a panel. The School Leader makes all final hiring decisions for the instructional and non-instructional team members at Sol.

Our new teachers will attend Big KIPPster Kickoff, where they will engage in curriculum training with KIPP SoCal's Teaching & Learning team. They will also engage in a strand of training focused on foundational teaching skills based on the Get Better Faster Rubric. This strand will be led by our Associate Director of New Teacher Development. In addition, new teachers will be observed on a frequent cadence and participate in one-on-one meetings with an instructional coach from their school to develop their teacher practice to ensure student outcomes.

Meeting the Needs of All Students

In this section, we describe how the Charter School will meet the educational needs of specific student groups, including English Learners, gifted and talented students, students achieving above grade level, students achieving below grade level, socioeconomically disadvantaged students, Students With Disabilities, foster youth, and homeless youth.

English Learners

The Charter School will adhere to KIPP SoCal's EL Master Plan and comply with all federal, state, and judicial mandates for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. Given the demographics of LAUSD, with a 22.6% English Learner student population in the 2022–2023 school year, the Charter School expects that a significant number of students will be classified as English Learners. The Charter School will be dedicated to providing these students with an exceptional education and transitioning them into English-language proficiency through the use of the Charter School's services and teaching methods. The Charter School is committed to reclassifying all English Learners who enroll as TK/Kindergarteners by fourth grade. For students enrolling in fifth grade or later, we are committed to implementing more individualized supports and reclassification goals to account for greater diversity in proficiency gaps. The Charter School will recognize the importance of valuing students' native languages and reinforcing an appreciation for the cultures, customs, and languages of all students through the school's core curriculum, enrichment programs, elective course offerings, and character-building curriculum.

Process for Identifying English Learners

The Charter School will adhere to all applicable state and federal laws and regulations with respect to identifying students who are English learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required

to complete a *Home Language Survey* upon enrollment at the Charter School. Students whose primary language is not English will be assessed using the English Language Proficiency Assessments for California (“ELPAC”) Initial Assessment (“IA”) if they have not previously been identified as English Learners by a California public school or if there is no record of prior ELPAC test results on CALPADS. The ELPAC assessment will take place within 30 days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

Language Proficiency Assessments

Once a student is identified as an English Learner, the student will be assessed annually using the ELPAC Summative Assessment. The English language proficiency of all currently enrolled English Learners will be assessed in accordance with the test contractor’s directions and Education Code guidelines. Students With Disabilities will be permitted to take the test with the accommodations identified in the student’s IEP or Section 504 plan. The Summative Alternate ELPAC will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. The Charter School will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

| Level | Description |
|-------|--|
| 4 | English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards). |
| 3 | English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards. |
| 2 | English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but |

| | |
|---|---|
| | often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards. |
| 1 | English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards. |

<http://www.cde.ca.gov/ta/tq/ep/elpacpld.asp>

Parents will be notified via mail of their child’s ELPAC scores and progress each year. Parents will also be notified when their child has met all criteria for reclassification and their approval will be requested.

In addition to the ELPAC assessment, English Learners at the Charter School will be assessed using local verified assessments in Reading in the fall, winter, and spring (e.g., i-Ready, Star, DIBELS, MAP). Through the assessments, the Charter School will be able to monitor the progress of English Learners throughout the school year, and adjust program placement and academic support as necessary. English Learners who also have an individualized education program (“IEP”) or Section 504 Plan will be assessed with ELPAC and the local verified assessment, unless an alternate assessment is specified in the IEP or Section 504 Plan. All required accommodations and modifications to assessments will be provided, as specified in the student’s IEP or Section 504 Plan.

The Charter School will use data from annual ELPAC, local verified assessments, other standardized test data (e.g., CAASPP), teacher observations, and parent input to make informed decisions about student education plans, determine annual instructional program priorities, teacher and leader development focus, and topics for professional learning.

Educational Programs

The Charter School will provide a Structured English Immersion Program with a comprehensive designated and integrated ELD instructional program to meet the grade-appropriate academic goals and language learning needs of every enrolled English Learner.

Integrated ELD. Teachers at the Charter School will use the English Language Development (“ELD”) standards set in alignment with the Common Core State Standards to ensure effective instructional practices across all disciplines for English Learners. Teachers will internalize lessons with attention to content and language demands and leverage Specially Designed Academic Instruction in English (“SDAIE”) strategies to make instruction interactive, engaging, meaningful, relevant, intellectually rich,

and challenging. Examples of utilizing SDAIE strategies will include supporting verbal explanations with nonverbal cues, designing appropriate learning sequences to build background knowledge, and incorporation of visuals, graphic organizers, manipulatives and hands-on-learning experiences. More specifically, teachers of English Learners will target the key areas below to strengthen access to grade level content and instruction:

- 1) Vocabulary and Language Development
 - i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
 - ii) Teachers will build on students' background knowledge.
 - iii) Classrooms will reflect a language rich environment (e.g., language charts, shared reading and writing experiences, and other writing displayed throughout the room and used daily by students).
- 2) Guided Interaction (collaborative learning)
 - i) Teachers will structure lessons so students work together to understand what they read by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
 - ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
 - iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.
- 3) Metacognition and Authentic Assessment
 - i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
 - ii) Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
 - iii) Teachers will "make thinking public," the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
- 4) Explicit Instruction
 - i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
- 5) Meaning-Based Context and Universal Themes
 - i) Teachers will incorporate meaningful references from the students' everyday lives and use them as springboards to interest them in academic concepts.
 - ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
 - iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6) Modeling, Graphic Organizers, and Visuals

- i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as “Thinking Maps”), pictures, diagrams, summaries, and charts to help English Learners easily recognize essential information and its relationship to supporting ideas.

Designated ELD. English Learners will participate in designated ELD at least four times per week for 20-30 minutes per session. During designated ELD, teachers will meet with EL students to address specific language standards and skills that will support proficiency and increased access to grade-level content. The charter school has adopted English Language Development curricula aligned to the California English Language Development Standards to ensure that all teachers have the resources necessary to deliver high quality support for their EL students:

- In grades TK–4, teachers will implement the *Reading Wonders* curriculum
- In grades 5–8, teachers will utilize the *English 3D* curriculum

Teachers will use curricular assessments and formative and summative assessment methods to guide instructional decisions and identify the students’ strengths and areas of growth in language development.

Multi-Tiered Systems of Support. The Charter School will use the Student Support and Progress Team (“SSPT”) aligned to the Multi-Tiered Systems of Support (“MTSS”) approach in determining appropriate support strategies and research-based interventions for all students, including English Learners. SSPTs will use a collaborative model to identify Tier-2 and Tier-3 interventions to improve student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically, or behaviorally in the general education setting.

Each school will appoint an SSPT designee who will be responsible for monitoring the fidelity of the SSPT process for teachers, students, and their families and leading the core instructional team in regular school-wide data analysis to monitor student progress and identify those in need of additional interventions.

The Core SSPT is comprised of one administrator, one general education teacher, the EL Coordinator, and others who may include:

- Referring teacher (required)
- Parent or guardian (required)
- Support services providers
- Counselors
- Discipline administrator
- Registrar

- Section 405 designee
- Regional behaviorist

The EL Coordinator, as part of the Core SSPT, will review progress of English Learners and long-term English Learners (“LTEs”) on at least a quarterly basis to determine if additional intervention is needed or if students become eligible to reclassify. Tier-2 and Tier-3 intervention for English Learners will include access to after-school intervention, incorporation of a supplemental program such as *Lexia English* at school and at home, small-group pull-out services during the school day, or a specific plan for language scaffolds and resources that the student will use (e.g., thesaurus, word banks, vocabulary picture books, etc.).

The Charter School will employ teachers with proper authorization or certifications to serve English Learners, with instructional assistants and after-school instructors providing additional support. Our goal will be to ensure quality services that enable English Learners to attain English-language proficiency and to have full access to the range of educational opportunities afforded all students. Faculty will receive professional development and coaching in working with English Learners to support with effective implementation of services. A Dean or other school leadership team member will serve as the EL Coordinator and will lead and organize teacher development focused on supporting English Learners.

Reclassification

The goal of the Charter School’s English Learner program will be to have all English Learners make steady annual progress toward proficiency and ultimately progress to classification as Reclassified Fluent English Proficient (“RFEP”).

A student will be considered to be eligible for reclassification once the following criteria are met:

1. Demonstrate academic English proficiency on Summative ELPAC with an overall score of 4 or on Summative Alternate ELPAC with an overall score of 3.
2. Demonstrate ELA proficiency:
 - a. A score showing at least basic grade level performance in English Language Arts as measured by SBAC, i-Ready Reading, MAP Reading, or Star assessment.
3. Teacher Recommendation
 - a. Recommendation by ELA classroom teacher
4. Parent Recommendation
 - a. The final criterion is approval by the parent or guardian to exit from the English Learner program after the student has met the first 3 criteria.

The EL Coordinator and school leadership team will develop data analysis structures to monitor internal student assessment data in all content areas with attention to EL performance. The EL Coordinator will monitor student data to identify English Learners who meet all criteria for reclassification during beginning-of-year, middle-of-year, and end-of-year checkpoints. When students become eligible for reclassification, teachers and guardians are consulted, student records are updated, and documentation filed into the student's cumulative folder. Along the way, as focus areas emerge on a student's progress toward reclassification, teachers will be informed that the school team may implement interventions in and out of the classroom to target areas of need.

Progress Monitoring of ELs and RFEP Students

As required by ESSA, RFEP students will be monitored for four years following reclassification. Teachers will monitor individual student performance for all students in their class(es) with attention to EL and RFEP performance. In instances where reclassified students experience challenges with access or achievement on grade-level instruction, leadership, teachers, and parents will convene to determine interventions that will get students back on track toward language proficiency. Ongoing monitoring occurs during every unit assessment, diagnostic assessment, or other forms of formative assessment happening as early as the first few weeks of the school year. More comprehensive checkpoints for RFEP student performance occur during fall and spring parent conferences when teachers and parents look at performance in all content areas and make a plan together to support student growth as needed.

Periodic Assessment of EL Program

The Charter School will rely on continuous data-driven instruction to inform strategies for all student groups, grade levels, and academic disciplines. In assessing the English Learner instructional program each year, the EL Coordinator and School Leader(s) will work in conjunction with the KIPP SoCal Academics Team to consider and evaluate a number of factors, including:

- Reclassification rate
- Percentage of students scoring proficient or advanced on ELPAC
- Percentage of students advancing at least one proficiency level per year on ELPAC
- EL and RFEP performance in core subjects relative to their English Only peers
- Fidelity of ELD curriculum implementation
- Percentage of ELs entering Upper School as EL students
- Input from teachers, the Student Support and Progress Team, and the EL Coordinator
- Parent input, including from the English Learner Advisory Committee

KIPP SoCal's governing board and School Leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPP, benchmark tests, and teacher feedback. If 21 or more English Learners are enrolled, then the Charter School will establish an English Learner Advisory Committee ("ELAC") comprised of parents of English Learners, who will meet quarterly with the School Leader (or the School Leader's designee) during the school year to review the EL

program and outcomes. In response to the results achieved on these assessments and feedback, the Charter School will identify program areas of improvement. These areas will be addressed through professional development at both the whole-school and grade level, and through one-to-one teacher coaching. As needed, curricular resources will be revised to best meet student needs. Additionally, individual student needs will be identified through the analysis of these assessments and are addressed through targeted intervention.

Monitoring Progress and Effectiveness of Supports for LTELs

Under California law, long-term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for more than six years, and have remained at the same English language proficiency level for two or more consecutive years as determined by the state's annual English language development test (Cal. Ed. Code 313.1(a)(1)).

Our approach to supporting LTELs and students at risk of becoming LTELs will be based on each individual student's unique needs. The EL Coordinator will work with ELA teachers to monitor LTELs' progress by tracking their reading levels and page-read goals in *Accelerated Reader*. Acting in their capacity as part of the Core SSPT, the EL Coordinator will review LTEL progress at least once each quarter, analyzing both the effectiveness of supports provided and the student's readiness to reclassify.

The Charter School will prioritize resources (e.g., curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Gifted and Talented ("GATE") Students and Students Achieving Above Grade Level

As all students are challenged to reach their intellectual potential within the instructional program, the Charter School will not offer a formal, separate gifted and talented education ("GATE") program. Throughout the day, teachers will differentiate instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving above grade level or demonstrate a specific ability or talent, as identified through student data or other evidence of a pupil's capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students and students achieving above grade level. Examples of instructional models that may be employed with gifted and talented students at the Charter School are:

- Project-based learning opportunities
- Opportunities to extend learning with above grade level content, including but not limited to advanced math courses
- Accelerated tech-based adaptive learning programs
- Comprehensive experiential learning opportunities to enhance and supplement the curriculum
- Opportunities to provide peer-to-peer support

- Support with identifying and applying for high school scholarships from KIPP Forward

By using assessment information and classroom observations to monitor students' progress, teachers will be able to make the necessary modifications and adjustments to best support students. All students at the Charter School will be valued for their individualism, and their interests and passions will be cultivated. Furthermore, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students' learning profiles and specific talents. In order to ensure that the needs of all students are being met, the team will utilize the SSPT process for students who have been identified as consistently achieving well above norms (as measured by formative, summative, and standardized testing) just as they would use the process for identifying students who struggle.

Due to the fact that we do not offer a separate gifted program, the Charter School will not automatically offer testing for giftedness. However, if (1) a parent/guardian requests testing for giftedness, (2) the student's achievement data gives reason to believe the student is gifted, and (3) the test results will be used for the purpose of enrolling in an outside school enrichment program, then the Charter School will refer the student to District psychologists (or comparable/appropriate personnel within the District) and testing will be paid by the Charter School.

Students Achieving Below Grade Level

Students who are performing below grade level in any of the content areas as measured by informal and formal classroom assessments will receive individual and small-group instruction to target their individual needs. During whole-class instruction, the teacher will differentiate instruction based upon students' needs, interests, readiness, and learning profile. In addition, the Charter School will use other types of instructional support for students achieving below grade level, such as:

- Small-group, targeted instruction utilizing students' individualized academic data
- Scaffolded lessons designed and executed for students to achieve incremental growth towards overall proficiency targets
- Small-group guided reading and writing lessons targeting specific skills that students need additional support mastering; data from reading and writing benchmark assessments and running records will determine specific grouping models
- One-on-one conferring sessions between teachers and students in which teachers provide real-time, specific, targeted feedback to students in order for struggling students to strategize next steps towards instructional proficiency
- More instructional time incorporated into the daily schedule and academic year in order to increase learning opportunities and supplemental curriculum for students in need of additional academic instruction and tutorials (including, but not limited to, summer programming)
- Pre-teaching, re-teaching, and spiraling standards, as evidenced by instructional scope and sequence, unit plans, and daily lesson plans, in order for students to have multiple opportunities to access each standard

- Use of technology to enhance and supplement the existing curriculum, using student data to create individualized technological instructional programming to meet the needs of all students
- Providing tutorial programming and homework support, as needed
- More frequent parent-teacher communication and increasing parent engagement in their child's instructional progress via workshops so that they may support their son/daughter at home
- Wrap around service interventions such as counseling, occupational therapy, referral to community partners
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve Behavior Support Plan

Classroom modifications will also be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

If an area of growth for student success becomes evident across a grade level or the Charter School, then professional development will be dedicated to that area of growth. In addition, teachers and administrators will work collaboratively to share best practices and ideas to support students achieving below grade level, and will develop key partnerships with community agencies and educational organizations to develop a cadre of resources for team, students, and parents to access in order to meet the instructional needs of all students.

If, after implementing the aforementioned instructional support strategies, significant progress has not been made as measured by assessments, students achieving below grade level may be referred by the teacher or by the parent for an SSPT meeting. Students will be identified as under achieving or at-risk of low achievement based on:

- Classroom performance, including scores falling below the median benchmark (70%) on formative and summative assessments
- CAASPP (for grades 5–8), benchmark assessments
- Teacher observations
- Parent input

The SSPT will be comprised of the teacher(s), an administrator, other necessary support staff, the family of the child, and in some cases, the student. The purpose of the team will be to develop and implement an action plan that complements and enhances the child's current educational program while targeting the specific academic or behavioral need(s) of the student. The SSPT will use a collaborative model to identify interventions for improved student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally in the general education setting. The process will emphasize that early intervention for underachieving and struggling students is a function of the general education program. The Charter School's SSPT will align to and works in tandem with the MTSS model in the following ways:

- SSPT will monitor effectiveness of Tier-1, Tier-2, and Tier-3 supports through a data-driven process that guides and informs instruction
- SSPT will monitor and evaluate students' responses to effective Tier-1, Tier-2, and Tier-3 instruction throughout the year
- When assessment measures indicate that a Tier-1 or Tier-2 student needs more instruction and intervention to access the core curriculum, then the next tier of services will be provided
- When assessment measures indicate that a Tier 3 student needs more instruction and intervention to access the core curriculum, then additional services will be considered

As with all other statistically significant student groups and individual students, the School Leader and classroom teacher(s) will monitor the progress of all students achieving below grade level. Parents will be notified of their student's academic progress every six weeks through either progress reports or parent conferences. Parents/guardians may also request a meeting to review progress at any time.

Socioeconomically Disadvantaged/Low-Income Students

The Charter School will seek to serve underserved student populations. To put students on the path to and through college, the mission, vision, and instructional programs of the Charter School will be designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index and other factors. We anticipate that students from this population will constitute a significant portion of the Charter School's student body, and the Charter School's program is based upon the successful practices already in practice at KIPP SoCal's existing schools. At its core, the Charter School will be founded on a belief in high expectations for each of our students regardless of background.

We will identify low-income students as those who are eligible to receive free- or reduced-price school meals. The Charter School will design its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

- Providing more time to increase the learning opportunities of all students (these opportunities include, but are not limited to, in-class literacy experiences, out of class experiential learning field lessons and supplemented day
- Building the social capital of students via experiential learning opportunities in order for the students to be able to navigate different social and educational settings
- Building robust classroom libraries in order to support the continued development of students' literacy experiences, both in and out of school
- Parent engagement workshops targeting topics such as financial literacy (in preparation for high school and college tuition) and health and nutrition, utilizing community partnerships to provide necessary resources to families in need

- Establishing a strong college-bound culture, including, but not limited to, college banners and homerooms named after colleges and universities
- Flexible conferencing scheduling for meeting with families
- Providing enriching arts education programming to supplement existing curriculum
- Tutorials and intervention supports
- Meal provisions for students whose families qualify for free- and reduced-price lunch

Students With Disabilities

Overview

The Charter School will comply with all applicable state and federal laws in serving Students With Disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans With Disabilities Act (“ADA”) and the Individuals With Disabilities in Education Improvement Act (“IDEA”).

The Charter School is currently a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School may consider membership in the following SELPAs: LAUSD, Los Angeles County SELPA, and El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the SELPA (LAUSD, LACOE, the EDCOE) and the California Department of Education before June 30th of the year before services are to commence.

The Charter School will comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School will be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all Students With Disabilities.

Section 504 of the Rehabilitation Act

The Charter School will recognize its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a

physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the School Leader and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any conditions and/or behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special-education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School will agree to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law.

Staffing

All special-education services at the Charter School will be delivered by individuals or agencies qualified to provide special-education services as required by the California Education Code and the IDEA. Charter School team members shall participate in County or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special-education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special-education eligibility and special-education and related services in the case that general-education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the School Leader and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special-education teacher; the student’s general-education teacher if the student is or may be in a regular-education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular-education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School will understand that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

IEP Implementation

The Charter School shall be responsible for all school-site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district-operated program under the same SELPA of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law. In short, when

students with an out-of-state IEP transfer to the Charter School, the Charter School will provide an IEP meeting within 30 days.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and nonpublic agencies used to serve special education students.

Non-discrimination

It will be understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special-education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School will understand that it shall represent itself at all SELPA meetings.

Funding

The Charter School will understand that it will be subject to the allocation plan of the SELPA.

Students in Other Student Groups: Foster and Homeless Youth

Foster and homeless youth will have access to necessary educational and support services that will afford them the opportunity to meet the same challenging academic standards as all students enrolled

at the Charter School. The Charter School seeks to address the needs of foster and homeless youth by providing direct services at the school site, as well as referrals to community organizations with resources to address their needs. Each year, the Charter School will send the Student Residency Survey to all families. Foster and homeless youth will be identified through this survey. Relevant teachers, administrators, and special education staff will provide foster and homeless youth with the same rigorous level of progress monitoring as any other student at the Charter School.

Role of the Homeless and Foster Youth Liaison

The School Leader will serve as the LEA Homeless and Foster Youth liaison. The liaison will ensure that:

- Homeless children and youths are identified by school personnel through outreach and coordination with other agencies
- Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, school
- Homeless families, children, and youths have access to and receive educational services for which they are eligible
- Homeless families, children, and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
- The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
- Public notice of the educational rights of homeless children and youths is posted in main office
- Enrollment disputes are mediated according to law
- The parent or guardian of a homeless child or youth, and any unaccompanied homeless youth, is fully informed of all transportation services, including transportation to the school of origin
- Maintain documentation and accurate records of interventions

Case Management Services

The Charter School will also provide case management services, which refer to a collaborative process between the counseling team and family to provide assessment, care coordination, and advocacy for options and services to meet an individual's and family's needs through communication and available resources. Case management services may include:

- Communicating with caseworkers of foster youth
- Supporting families with accessing the Homeless Family Solutions Systems ("HFSS") by calling 211 or referral to a Family Solutions Center ("FSC")
- Referrals for mental health, domestic violence, legal services, food banks, etc.
- Submitting Baby2Baby requests, if applicable, for clothing, strollers, etc. for families with small children
- Checking in with students to provide counseling support, if needed

- Supporting family with access to computer and wi-fi access
- Communicating changes in residency status to Homeless Liaison for updating records

The Regional Homeless and Foster Youth Task Force

The KIPP SoCal Homeless and Foster Youth Task Force will also be available to the Charter School's families for consultation and guidance with support or questions about the McKinney-Vento Act and California legislation supporting foster youth. The KIPP SoCal Homeless & Foster Youth Task Force will include the Director of Mental Health & Support Services, Mental Health and Support Services Managers, Regional Business Operations Managers, the Student Systems Analyst, the Student Information Manager, and the Assistant Controller.

The Charter School will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our intervention program will provide support to students and their families depending on the needs of the student, including counseling, and referrals to outside resources. The Charter School will screen for foster youth through a process that includes examining the following: possible visits from social services; non-parent enrolling students in school; and home arrangements (group home).

Foster youth struggling in school may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students will be referred to the SSPT process to determine the individual supports and interventions needed to help them succeed in their classes. The Charter School will also adhere to all state and federal policies related to foster youth.

The Charter School will identify homeless youth through the enrollment forms families complete when enrolling in our school. Other ways the Charter School will screen for homelessness is through drops in academic performance, hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless, the Charter School will inform them of their rights under the McKinney-Vento Act. The Charter School will adhere to the McKinney-Vento Act and provide all required supports to its homeless youth.

All student groups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator. As with all other statistically significant student groups and individual students, the School Leader and classroom teachers will monitor the progress of all these students.

A Typical Day

It's Tuesday morning and Sol's students are beginning to arrive in carpools or accompanied hand-in-hand by a family member who has made the neighborhood walk to school. It is 7:45 a.m. and sixth-grade KIPPster Jennifer arrives at Sol. She stops to shake Ms. Davalos' hand and say good morning, and then joins her classmates in the lunch area, where she always eats her breakfast — a bowl of cereal,

fruit, and milk. When she sits down, she pulls out the novel *Divergent*, which she has been dying to finish.

At 8:00 a.m., the students enter the building and head to their homerooms for community meeting. On the way to homeroom, Jennifer glances up at the school's values prominently displayed on the hallway walls: advocacy, love, excellence, reflection, and *ganas*. Jennifer finally arrives to her UCLA-themed homeroom. The UCLA decor makes her think of her brother, David, a Sol alum who now attends UCLA, thanks in large part to the individualized support he received from KIPP Forward throughout the college application process.

Jennifer and her classmates in the UCLA homeroom begin the day with Drop Everything and Read ("DEAR"). Jennifer has been reading *Holes*, she loves mystery books. She almost can't even put the book down when her teacher says it is time to transition to recess.

During recess, Jennifer grabs a healthy snack and meets up with her friends. One of her friends, Magdalena, shares about her experience marching with her classmates and KIPP SoCal's Advocacy and Community Engagement team in last weekend's East Los Angeles Mexican Independence Day Parade. Jennifer asks Magdalena if she and her family plan to watch the Sol Mariachi band perform at the annual Mariachi Festival in Boyle Heights. "Of course," says Magdalena, "I'll see you there!"

After recess, Jennifer transitions to math, her favorite subject. Her teacher, Mr. Morales, is leading a lesson on using a number line to subtract positive and negative numbers. Jennifer and her classmates use strategies taught by Mr. Morales to solve real-life mathematical problems. As the class makes its way through the lesson, Mr. Morales models problem-solving strategies, re-emphasizes key points, and uses data that he has gathered over the school year to drive instruction. He wraps up the lesson with a homework assignment that requires students to take on additional practice problems in subtracting positive and negative numbers.

Next, Jennifer heads to science class where she and her classmates are learning about plate motion and continental drift. Her teacher, Ms. Sheinbaum, developed today's lesson using the NGSS-aligned Amplify Science curriculum. The lesson introduces an investigative question asking how plate motion might explain why fossils of the Mesosaurus — a crocodile-like reptile that lived more than 200 million years ago — are found on separate continents. Ms. Sheinbaum and the class move into reading an article about Alfred Wegner, the scientist who developed the theory of continental drift. Ms. Sheinbaum models active reading for the class, paying close attention to the article's title, "A Continental Puzzle," and adding annotations to what she's reading, like "What does puzzle mean here?" Jennifer and her classmates read the remainder of the article independently, make their own annotations, and then pair up with partners to discuss how fossils support the theory of continental drift and plate motion.

Jennifer excitedly heads to lunch for a healthy, well-balanced meal. She runs into her friends on the way, and they head to a table together. They swap book recommendations and have lively conversations about Katniss Everdeen and Tris, their favorite heroines from the dystopian novels *The Hunger Games*

and *Divergent*. Jennifer then takes advantage of some recess time, practicing the latest folklórico moves that she is learning in her elective class.

Once lunch is over, she heads back to her homeroom for Calm Classroom. Her teacher starts Calm Classroom with a deep breathing exercise. She instructs the class to feel their feet flat on the floor, straighten their backs, and close their eyes. She then asks the class to relax their shoulders, rest their hands on their laps, and sit perfectly still.

“Remember,” she says, “breathe smooth, slow, and deep — fill your lungs completely.”

“Now breathe in and hold your breath as I count 1 . . . 2 . . . 3 . . . Breathe out as I count 1 . . . 2 . . . 3 . . . ”

They repeat this exercise a few more times. “Now, class, breathe normally and relax. Feel the air come in and out of your nose. Take a few moments to recognize how you feel.”

Once the class finishes Calm Classroom, they begin Intervention. Jennifer uses this time to get more practice with math. She opens her laptop and spends about 20 minutes working on an adaptive i-Ready lesson assigned by her teacher based on class data. Her i-Ready lesson gives her additional practice with mastering algebraic expressions.

After intervention, she heads to ELA where they are reading the *Outsiders*. Everyone in the class has been captivated by the story. Today, the teacher is finishing off the chapter they started yesterday. The class is absorbed by the story and they wish they could keep reading when the chapter is done. However, it is time to move into a discussion of the book’s themes. The teacher tells the students to turn and talk to their partners about what they think the theme of the last chapter was. Jennifer tells her partner Rose she thinks the theme of the chapter was friendship. After a few minutes the teacher says “One, two, three, eyes on me” and the class responds “One, two, eyes on you.” The teacher begins to facilitate a classroom discussion where multiple pairs of students share the themes they discussed with their partner. The themes are written on the board and the class is encouraged to agree or disagree with them as well as elaborate on their opinions. The students become so passionate about their discussion that they begin to lead it without too much guidance from their teacher. The excitement of ELA begins to transfer over to the next class the students have. Jennifer excitedly lines up for her elective class: folklórico.

During folklórico, Jennifer and her classmates are excited for their upcoming performance at Sol’s Latinx Heritage month celebration. Before they practice for their upcoming performance their teacher takes some time to teach them about the history of folklórico. Today they are learning about the dance’s origins in Jalisco, Guadalajara and how folklórico from Jalisco differs from other cities in Mexico. Jennifer always enjoys these lessons and she especially likes to see how the dancers dress differently in different regions of Mexico. Once they are done going over today’s lesson the class gets into their places to begin practicing their dance until it is time for their next class.

Finally, Jennifer heads to Early Civilizations with Ms. Huerta. Even though it's a social studies class, Ms. Huerta weaves in writing instruction. Today, in a lesson on Egypt and the Nile River, Ms. Huerta is teaching the class how to use informational texts to cite factual evidence in their own written paragraphs. Ms. Huerta models these skills for the class before asking them to independently practice and share out their own paragraphs.

By 3:30 p.m., the administration is helping to organize dismissal by closing the doors on carpools and waving goodbye to Jennifer's classmates who are walking home. As the administration handles the dismissal, teachers ensure that the rooms are prepared for the next day's lessons.

Meanwhile, Jennifer and many of her classmates head to the Expanded Learning program, where they receive quality academic and literacy support, healthy supper and snacks, and a variety of enrichment activities. While she is there, she and other students get help with their math homework on subtracting positive and negative numbers. After Jennifer finishes her math homework, she gets additional practice with folklórico as an enrichment activity.

The Expanded Learning program wraps up at 6:00 p.m., Jennifer's dad picks her up, and they head home for the night. Jennifer still needs to finish packing for her class's first KIPP Trip. She is excited because it will be her first overnight trip to a new place with friends. KIPP Trips give students hands-on opportunities to apply their theoretical knowledge, stimulate their curiosity, foster their critical thinking, and enhance their social skills through interaction with peers and professionals in various fields. This year, they are going to a science camp in the San Gabriel Mountains, where geologists will teach them even more about how plate motion transforms the world around them over millions of years.

At the dinner table, Jennifer tells her mom and dad, "I'm so glad I go to KIPP Sol Academy. My teachers care about me, and they make learning fun and interesting."

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

These goals are the same as those described in Element 1 in accordance with Education Code Section 47605(c)(5)(A)(ii). The “LCFF State Priorities” table in Element 1 is incorporated herein by reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

These outcomes are the same as those described in Element 1. The “LCFF State Priorities” table in Element 1 is incorporated herein by reference.

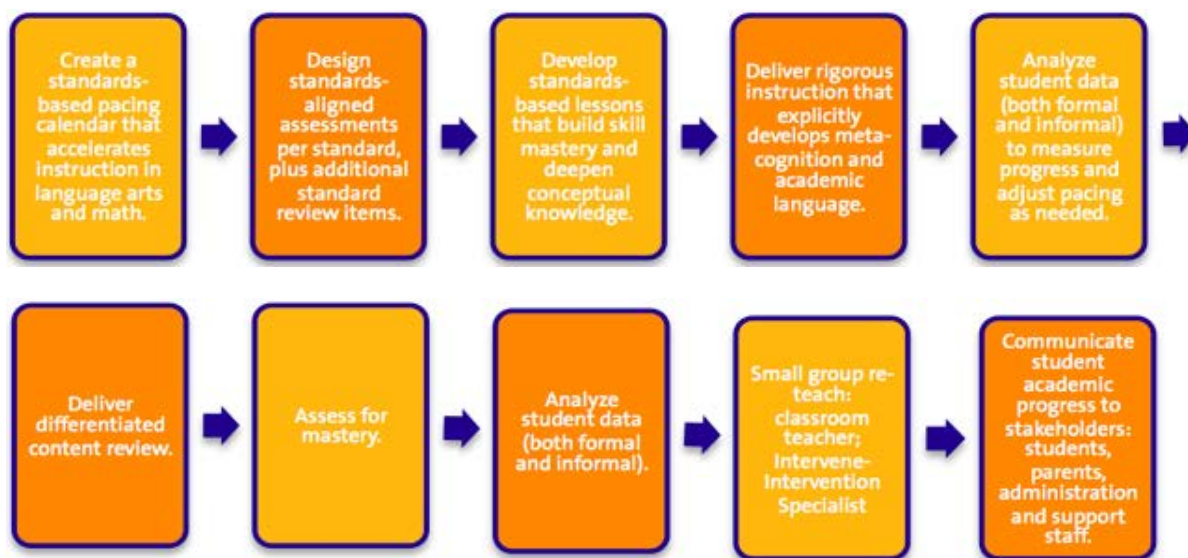
Methods for Measuring Pupil Progress Toward Outcomes

Instructional Cycle and Assessment

All of the Charter School’s teachers use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science follow an adapted version of this cycle. This method of instruction focuses on the goal of fostering lifelong readers and writers. Professional development, grade-level planning, and one-on-one check-ins between leadership team and teachers support the implementation and execution of each of the instructional cycle’s ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery and is meant to provide alignment both across and between grade-levels.

The figure below shows the ten steps of the Charter School’s instructional cycle. While the first step is completed in the summer, the subsequent steps in the cycle are ongoing:

Charter School Steps of Instructional Cycle



The Charter School works to ensure that all students score at Standard Met or Standard Exceeded levels in ELA and math on the CAASPP assessment. All California students in grades 3–8 take the CAASPP each spring. Students in fifth and eighth grade also take the California Science Test (“CAST”) which is based on the California Next Generation Science Standards (“NGSS”). Only eligible students take the CAST exam, and non-eligible students take the California Alternate Assessment for Science. The Charter School ensures that students have gained proficiency in the NGSS prior to testing in fifth and eighth grades.

Detailed reports by student and by class are created to facilitate in-depth analysis and data-informed decision-making. Teachers look at multiple sources of data, including daily exit tickets, to identify the students who have not yet mastered the standard. Teachers then work with the leadership team to identify the proper interventions. Thoroughly analyzing annual student achievement results allows the staff to reflect on teaching practices and identify areas of strength and areas of weakness to improve in the upcoming years.

Each year, the Charter School disaggregates school-wide MAP, i-Ready, DIBELS, Star, or other norm-referenced equivalent data by gender, race, English-Learner status, special-education status, socioeconomic status, and other relevant student groups and analyze that data to make any needed adjustments to the instructional program. This data for individual students is reported to each student's family during parent conferences at the beginning of the year and at the end of the year. Additionally, report cards are provided to families four times a year. Progress reports are also sent home intermittently as students take assessments weekly. Teachers adjust or enhance instructional strategies based upon the results for each individual student and class. Any substantial disparities in improvement across student groups may result in modifications to curriculum, schedule, school staffing, or provision of support services.

The Charter School adheres to all state testing requirements applicable to charter schools. As established in the previous section, the Charter School uses an array of assessments that are aligned with the California Common Core State Standards, curriculum and instructional program, and compliant with state mandates. These assessments are administered according to the assessment cycle described within this Element. Furthermore, the Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described above in this charter, are consistent with the way information is reported on the School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

The Charter School, like all KIPP SoCal schools, sees data as a powerful instructional tool. The Charter School's data is shared openly with KIPP SoCal's management and other KIPP SoCal schools. Furthermore, at regular intervals, the data is shared with KIPP SoCal's governing board. On an annual basis, the Charter School's leadership team provides an update to its students and parents about schoolwide academic performance. The schoolwide data is shared during school-based advisory council meetings (which are open and publicized to the school community), during LCAP Annual Updates and feedback sessions, and through specialized family nights.

Standardized Testing

In addition, all students who have been in the United States for less than twelve months and have Spanish indicated on their Home Language Survey may take Standards-Based Tests in Spanish ("STS"). All students who are English Learners (as identified by their Home Language Survey, for students enrolling in a California public school for the first time) take the ELPAC each year as required.

Formative Assessments

The Charter School administers initial assessments, exit tickets, and regular unit assessments in an effort to determine where students are performing at any given time. These assessments guide instruction and help determine which students need additional support or which students can be pushed to achieve at even higher levels.

Initial Assessments

At the beginning of each school year, students are given standards-based initial assessments in order to determine their levels in key performance areas. These initial assessment results are discussed and analyzed in depth to determine ways to differentiate instruction based on the needs of the students. Teachers discuss the data collaboratively to share ideas and effective strategies to drive forward student achievement. Teachers also use this data to create fluid intervention groups in which they target specific needs of students. These assessments also serve as a beginning point at which progress is monitored and measured against.

Exit Tickets and Unit Assessments

Using the initial assessments as a baseline for student groupings and instructional implementation, the Charter School also implements a variety of teacher- and region-created formative assessments including daily exit tickets and unit assessments. During small-group rotations in ELA and math, teachers administer exit tickets daily to do a quick check for understanding after a lesson. Exit tickets allow teachers to quickly identify and respond to students within 24 hours. Additionally, exit tickets enable teachers to push accelerated students on to new topics more quickly and efficiently. These exit tickets are often performed on a laptop whiteboard, allowing the student to show the teacher their answer and discuss in real time any challenges. When students do not successfully complete an exit ticket, the teacher directs them to further work on that particular topic through independent tasks, adaptive software programs, or re-teaching.

In addition to exit tickets, the Charter School's teachers administer unit assessments. Using the standards-based pacing calendar, teachers utilize curricular assessments to appropriately measure mastery of the topics taught in the previous unit. All assessments are aligned with CCSS, NGSS, History-Social Science Framework, English Language Development ("ELD") standards and remaining state content standards, collectively referred to herein as "State Standards."

These formative assessments are often administered online, allowing for immediate collection of responses and easier analysis using the Charter School's current student data system, Illuminate. Teachers analyze the data to identify topics that need to be retaught the following week, assess the effectiveness of student groupings, highlight students who continue to struggle and those who are ready for more challenging work, and shine a light on instructional techniques that did not work. Similarly, unit

assessments reinforce successful teaching techniques and help to identify teachers who are excelling and can be tapped for professional development or best practice sharing.

At grade-level or department meetings throughout the unit assessment cycles, teachers continue to discuss their students' progress in mastering standards, analyze student work, and discuss best practices. Each teacher receives one-on-one coaching from a member of the leadership team, which focuses, in part, on planning, lesson observation, feedback, and informal assessments as they relate to student outcomes on summative assessments.

Ultimately, these unit assessments help ensure that students receive the instruction and intervention or acceleration they need to be successful on the interim assessments and ultimately, the CAASPP. The table below shows the Charter School's goals for unit assessments:

The Charter School's Performance Expectations

| ELA | |
|------------------|---|
| Unit Assessments | ELA: All students will show proficiency on at least 55% of standards |
| Math | |
| Unit Assessments | Math: All students will show proficiency on at least 50% of standards |

Data Analysis and Reporting

In coordination with the Charter School, KIPP SoCal maintains extensive data, through Illuminate, on student demographics, performance, and participation in special programs. Illuminate allows the Charter School to collect, analyze, and share data on student performance on formative and summative assessments easily. KIPP SoCal's Regional Data and Analytics Team maintains the database system and ensures confidentiality and security.

Through Illuminate, our teachers are able to assess individual student performance, analyze classroom patterns, and target and tailor instruction accordingly. Illuminate stores data using a unique identifier system assigned to each student. The data in use includes:

- Student demographics
- Student National School Lunch Program ("NSLP") eligibility
- Student participation in special education
- Student English learner status
- Student attendance

- Student behavioral infractions
- Student scores and proficiency levels on state assessments
- Student scores and proficiency levels on MAP
- Student report card grades
- Individual item responses on internal assessments created through Illuminate
- Other student-level data as necessary

Using Illuminate and the KIPP SoCal-created student data dashboard, the Charter School's administrators and teachers are able to access student, classroom, and school-level data in real time to create student groupings, align instruction with student needs, and reassess scope and sequence as necessary. It allows data to be aggregated by student group, classroom, and grade level. Additionally, Illuminate allows teachers to create and administer assessments and easily collect data on student performance, including the unit assessments discussed above. Teachers discuss and analyze these initial assessment results in depth to determine ways to differentiate instruction based on the needs of the students. Through the use of Illuminate and Tableau, teachers graphically analyze data to identify trends and areas of both growth and strength. Illuminate also allows teachers to export data to Excel for analysis using more traditional methods. Below is an overview of the bi-weekly data process:

- **Data acquisition:** The Leadership Team ensures that the data used to assess student performance is collected and organized in a timely manner so that all stakeholders can readily access it.
- **Data reflection and analysis:** Teachers reflect on their classroom data by submitting reflection forms and conducting error analysis on all assessments. Grade levels then come together to reflect on their results and create specific plans of action and subsequent goals to improve student outcomes. Simultaneously, the Leadership Team meets to review school wide results and create plans to support teachers/grade levels as needed.
- **Analyzing Student Work:** On a regular basis, teachers come together to analyze student work or exit tickets. The aim is to identify student misconceptions early and clarify during a reteach block.
- **Unit/Lesson Plan Reviews:** Weekly, grade levels review assessments and lesson plans and internalize to ensure all teachers understand the objectives, processes, and criteria for success.
- **Flexible Small Group Instruction:** Based on assessment results, changes to the makeup of small groups are made to ensure all students are receiving differentiated instruction.
- **Program Alignment and Design:** Through data acquisition, reflection, and analysis, the Charter School's teachers ensure that the instructional model is aligned with relevant content and standards, as well as student growth. This process ensures that the teaching strategies and

practices employed are appropriate and supportive of the outcomes and overall design of the academic program.

In addition to assessing student data to tailor instruction, the Charter School also uses data to assess teacher progress towards professional growth goals including student progress and proficiency. These data are incorporated into teacher evaluations and reviews.

Finally, the Charter School uses student performance data to assess our educational program and ensure that we are meeting our goals as outlined above. The Charter School's leadership, in concert with the KIPP SoCal Academics Team, analyzes student formative and summative assessment data to determine whether the Charter School is on track to meet its academic goals by the end of the year. In cases where projections fall behind goals, KIPP SoCal's staff work with the Charter School leadership to augment instruction, intervention, or curricula to put learning back on track.

Grading Policy and Progress Reporting

The Charter School administers grades based upon students' mastery of the State Standards. Grades are reported in quarterly school-created report cards for the Upper School on a scale from A-F (A, B, C, and F) corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs.

Report Card

KIPP SoCal Public Schools

Address

School Phone Numbers

Student Name

KIPP SoCal Report Card

Grade: Student ID:

Homeroom Teacher:

GPA Summary:

| Cumulative GPA | Term GPA | Q1 | Q2 | Q3 | Q4 |
|----------------|----------|----|----|----|----|
| | Weighted | | | | |

Attendance Summary By Term:

| Terms: | Q1 | | Q2 | | Q3 | | Q4 | | Total | |
|--------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| Course | Absent | Tardy | Absent | Tardy | Absent | Tardy | Absent | Tardy | Absent | Tardy |
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Grade Report:

| Course | Task | Q1 | Q2 | Q3 | Q4 |
|------------------|-----------|----|----|----|----|
| Term 1 Comments: | Quarter 1 | | | | |
| | % | | | | |
| Term 2 Comments: | Quarter 2 | | | | |
| | % | | | | |
| Term 3 Comments: | Quarter 3 | | | | |
| | % | | | | |
| Term 4 Comments: | Quarter 4 | | | | |
| | % | | | | |

Promotion and Retention Policies and Procedures

The Charter School, like all KIPP SoCal schools, follows KIPP SoCal's Board Policy on Acceleration and Retention. The Charter School expects students to progress through each grade level within one school year. To accomplish this, instruction accommodates the variety of ways students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement for each grade level.

When high academic achievement is evident, the School Leader or designee may recommend a student for acceleration into a higher grade level. The student's readiness is taken into consideration in making a determination to accelerate a student. The School Leader and the student's teacher(s), in consultation with the parent or guardian, determine if the student shall be accelerated.

As early as possible in the school year, the School Leader or designee shall identify students who are at risk of being retained in accordance with the following criteria:

- Failure in one or more classes
- Chronic absence
- Scoring below proficiency on standards based assessments
- Scoring below grade level on reading assessments
- Below proficiency on California standardized assessments
- Below grade level on MAP, i-Ready, Star, or DIBELS assessments

Students who are at risk of retention have a minimum of two Student Support and Progress Team ("SSPT") meetings prior to the formal recommendation for retention. The School Leader or designee notifies the student's parent or guardian prior to the end of third quarter if the student is at risk of retention. Upon the conclusion of the school year, the School Leader, in consultation with the student's teacher(s) and parent or guardian, shall determine if the student shall be retained. The parent or guardian may appeal the decision to retain the student to the School Leader Manager.

Retention of Students With Disabilities are determined on a case-by-case basis and addressed through the IEP process.

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

The Charter School is a directly funded independent charter school and is operated by KIPP SoCal Public Schools, a California nonprofit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the

District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The KIPP SoCal Public Schools Board of Directors (“Board”) is subject to (1) the Brown Act; (2) the California Public Records Act; (3) Sections 1090-1099 of the Government Code, as applicable per Education Code Section 47604.1; and (4) the Political Reform Act of 1974. The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Organizational Chart

A single Board governs KIPP SoCal Public Schools (“KIPP SoCal”) by providing leadership, support and oversight of the organization. The Board of Directors is responsible for hiring the Chief Executive Officer. KIPP SoCal’s management team hires all other positions within KIPP SoCal.

The governance structure of KIPP SoCal Public Schools aims to achieve two primary objectives:

1. The first objective is promoting the success of the Charter School and its students through community-based support, involvement, and local responsibility. The Board seeks to accomplish this objective by: (a) establishing local ties to the sectors of education, non-profits, entrepreneurial growth companies, law, real estate, community service, philanthropy, media, and policy; and (b) strictly complying with the Brown Act’s requirements.
2. The second objective is to ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated in public charter schools across the nation.

Below is an organization chart describing the governance structure of KIPP SoCal:



Role of Governing Board



The Board's major roles and responsibilities are included below. The Board has established several standing committees, designed to enhance its operations and provide additional oversight. The Board and all standing committees hold public meetings in accordance with the Brown Act and Education Code Section 47604.1(c). KIPP SoCal maintains the following standing committees, each with three-to-four members:

- **Finance Committee.** The Finance Committee reviews and recommends approval of the annual operating budget to the full board; regularly reviews and monitors financial results; ensures the maintenance of an appropriate capital structure; and oversees the management of financial assets.
- **Governance Committee.** The Governance Committee ensures the health and effectiveness of the full board and the work it performs for the organization. The committee focuses on evaluating the Board and the Chief Executive Officer; determining executive compensation and Board composition; and leading Board recruitment, nomination, training, and education.
- **Audit & Risk Committee.** The Audit & Risk Committee oversees accounting and financial reporting processes, including internal controls. It is also responsible for contracting with a fiscal auditor and oversees the Charter School's annual fiscal audit.
- **Student Discipline Committee.** The Student Discipline Committee oversees due process for student suspensions and expulsions. The Student Discipline Committee is charged with reviewing the factual findings of the Administrative Panel in expulsion hearings. Upon reviewing the Administrative Panel's findings, the Student Discipline Committee votes on whether expulsion is appropriate. If the student opts to appeal the Student Discipline Committee's decision to the Board, members of the committee do not participate in the Board of Directors' consideration of the matter.
- **Real Estate Committee.** The Real Estate Committee assists the Board in its oversight and fiduciary responsibilities relating to real estate development projects for KIPP SoCal Public Schools.

The KIPP SoCal Public Schools Board may also use, from time to time, ad hoc committees and advisory councils to help with specific issues or projects, such as special events, strategic planning, and other matters. We describe their roles and responsibilities below:

- **Ad Hoc Committees.** The Board may create one or more Ad Hoc Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Ad Hoc Committee shall be by approval of the Board of Directors. Ad Hoc Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation.
- **Advisory Team.** KIPP SoCal management may create an advisory team, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the CEO and to report its findings and recommendations, and to carry on such activities on subjects of interest to the CEO in which the members of such an advisory board have a particular expertise or capability.

Major Roles and Responsibilities of Chief Administrative Employees

Below, the Charter School describes the major roles and responsibilities of the Chief Administrative employees:

Chief Executive Officer (“CEO”). The CEO, who reports to the Board, is responsible for the strategic direction, management and operations of KIPP SoCal Public Schools. The CEO helps support the Governance Committee and the full Board. The CEO’s direct reports include the other chief administrative employees listed below.

Chief Schools Officer (“CSO”). The CSO is responsible for the management of school leadership at all KIPP SoCal. The CSO’s team manages, coaches, and supports school leaders. The Managing Director of Student Services also reports to the CSO.

Chief Academic Officer (“CAO”). The CAO is responsible for the academic success at all KIPP SoCal schools. This includes direction of the Teaching & Learning team, Expanded Learning Program, and teacher development through the teacher residency and new teacher development programs.

Chief Financial Officer (“CFO”). The CFO oversees all financial, real estate, and legal aspects of KIPP SoCal schools. The CFO is primarily responsible for ensuring the financial well-being of the organization.

Chief Operations Officer (“COO”). The COO oversees KIPP SoCal’s operational efforts including school operations, facilities, technology infrastructure, student and teacher device support. The COO also oversees student recruitment and enrollment.

Chief of External Impact (“CXO”). The CXO is responsible for leading our efforts in Advocacy and Community Engagement, Development, and Marketing and Communications, and Public Affairs all through the lens of strengthening our external impact.

Chief Talent & Equity Officer (“CTE”). The CTE oversees talent efforts that include the full cycle of a team member’s time, from hiring to performance management, development, and off-boarding. The CTE also spearheads the implementation of KIPP SoCal’s anti-racist standards.

Chief of Staff (“COS”). The Chief of Staff is responsible for board management, our regional office, and processes and systems between our schools and regional office. The Data team and KIPP Forward teams report to the Chief of Staff.

Governing Board Composition and Member Selection

Composition of KIPP SoCal Schools Board of Directors

The authorized number of directors on KIPP SoCal’s Board shall not be less than three and not greater than 20. Directors shall hold office for terms of three years and until their successors are appointed, or until their earlier death or resignation. KIPP SoCal seeks to cultivate a diverse Board that can provide a variety of expertise, opinions, and perspectives to help the organization continue to improve. To that end, the Board is comprised of individuals with experience in education, nonprofits, entrepreneurial growth companies, legal, real estate, community service, philanthropy, media, and education policy. For a list and biographies of KIPP SoCal directors, please see <https://www.kippsocal.org/board-of-directors/index>.

The KIPP SoCal Board seeks to add new members as needed. Our current Board provides the organization with adequate committee members, a range of professional expertise and representation of a cross-section of Southern California. The mission of the Board of Directors of KIPP SoCal Schools is to provide the leadership, commitment, support, advocacy, and oversight that will ensure the fulfillment of KIPP SoCal’s mission and goals. In addition, Board members are called upon to lend their specialized skills to help the organization. These specialized skills include legal, real estate, financial, general management, and education expertise. Board members are assigned to Committees based on their specialized skills and in coordination with the Governance Committee.

Pursuant to Education Code Section 47604.1(d), employees of individual charter schools within KIPP SoCal are not disqualified from serving on the Board because of their employment status. However, if such an employee serves as a director, the employee shall abstain from voting on, influencing, or attempting to influence another director regarding all matters uniquely affecting the employee’s employment.

Qualifications of KIPP SoCal Public Schools Board Members

KIPP SoCal's Chief Executive Officer works closely with the Board to ensure that Board members fully support the school's mission, culture, and goals. The Board represents a cross section of all the communities in which we operate, including, but not limited to, Los Angeles and San Diego Counties. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

- A dedication to furthering the vision and mission of KIPP SoCal
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks
- Ability to work within a team structure
- Expectation that all children can and will learn and realize high academic achievement
- Specific knowledge, experience, and/or interest in at least one element of governance for KIPP SoCal Public Schools

New members of the Board of Directors or members seeking another term are selected and renewed through a governance process outlined below in steps 4–6 of the Board recruiting and selection process.

Board Recruiting and Selection Process

It is important that every member of the KIPP SoCal Board of Directors is focused on the needs and expectations of KIPP SoCal. We achieve this by ensuring potential candidates are invested in KIPP SoCal's mission, understand the expectations for Board participation, and have a vision for their contribution to the Board. With these aims in mind, KIPP SoCal implements the following Board recruiting process:

1. **Initial Conversation.** A Board or staff member who knows the prospect has an initial conversation with the prospect to gauge interest and dedication to KIPP SoCal's mission.
2. **Ensuring Alignment.** A Board or staff member then ensures alignment between the needs and expectations of KIPP SoCal and the needs and expectations of the individual. This is achieved by: investing candidates in the mission of KIPP SoCal; setting expectations for prospective board members; and creating a vision for how Board membership meets the needs of both the individual and the organization.
3. **Recommendation.** Next, a Board or staff member who knows the prospect recommends the prospect to a Governance Committee member or the Chief Executive Officer.
4. **Review.** The Board's Governance Committee reviews the prospective board member qualifications, fit, and desire to serve.
5. **Cultivation.** The Chief Executive Officer and Board Governance Committee cultivates the prospective Board member in the following ways:

- a. The prospective Board member receives information about the history and future plans of KIPP SoCal Public Schools, including the KIPP SoCal’s Board Handbook and Annual Report.
 - b. The prospective Board member visits one or more KIPP SoCal schools.
 - c. The prospective Board member meets with the Chief Executive Officer.
 - d. The prospective Board member interviews with member(s) of the Governance Committee and reviews the requirements and responsibilities of the KIPP SoCal Board.
6. **Formal Recommendation to the Board.** As a final step, the Board Governance Committee presents a formal recommendation to the full Board of KIPP SoCal Schools, and the Board votes on seating the prospective candidate.

Roles and Responsibilities of KIPP SoCal Schools Board Members

The KIPP SoCal Schools Board of Directors’ primary responsibility is to help set policies and work with the Chief Executive Officer to guide KIPP SoCal schools. The Board is empowered to:

- 1. Forward the mission of KIPP SoCal
 - a. Understand and support KIPP SoCal’s mission as a unique community resource in Southern California, as well as its role in the larger KIPP movement
 - b. Serve as ambassadors and advocates for KIPP SoCal by promoting the mission within personal networks and the broader community
- 2. Influence strategy
 - a. Review and provide feedback on both the short- and long-term goals and strategic plans of KIPP SoCal to help the organization further its mission and achieve its vision
 - b. Develop the strength of the board through assessment, recruitment, self-assessment, and training
- 3. Lead & Govern
 - a. Be an informed and engaged stakeholder, which includes reliable attendance at Board of Directors meetings and committee meetings

- b. Understand and comply with the regulatory and legal requirements required of a director of a public agency
 - c. Ensure that KIPP SoCal complies with state and federal regulations and upholds the mission of the charter
 - d. Approve operational policies that support the mission and goals of KIPP SoCal
 - e. Review, advise, support, and hold accountable the Chief Executive Officer of KIPP SoCal Schools
4. Oversee administration
- a. Approve the budget and all financial commitments over \$250,000 or any incurrence of debt
 - b. Provide fiscal oversight and develop and monitor the organization's programs and services
 - c. Review and approve the Charter School's SARC and LCAP
 - d. Ensure that KIPP SoCal and the Charter School are compliant with internal policies and procedures
 - e. Comply with all meeting requirements and administrative functions as outlined in the charters and bylaws
 - f. Review and understand KIPP SoCal Schools academic performance results as compared with stated goals and similar schools
 - g. Review and approve resolutions, applications and compliance report submittals as necessary to operations
5. Participate in fundraising
- a. Actively participate in fundraising to ensure that KIPP SoCal has adequate resources to achieve its goals

Board Professional Development

To prepare each new Board member to quickly become an asset to KIPP SoCal, there is an individual onboarding process. Below, we outline the expected outcomes of the orientation phase, which typically spans the first three months of a Board member's tenure:

- Build relationships with other Board members and KIPP SoCal senior leadership team members
- Learn the organization, culture, mission, strategic priorities, financial health, and results
- Learn the environment in which we operate including key stakeholders (e.g., authorizers, funders, and the KIPP Foundation)
- Ensure strong understanding of the operations of the Board
- Identify opportunities to leverage strengths and accelerate contribution to the organization (e.g. committee membership, organizational opportunities)
- Complete mandatory Brown Act training

On an ongoing basis, so that Board members can continue to make positive contributions to the organization, the following professional development is in place for continuing Board member education:

- Annual mandatory Brown Act training
- Annual ethics training
- Ongoing investments in building Board member knowledge of both the organization as well as the environment in which it operates. Examples are attendance at KIPP SoCal events and school functions.

Responsibility for setting new Board members up for success and accelerating their contribution is shared between the KIPP SoCal Board (e.g., Board Chair and Governance Committee) and the KIPP SoCal senior leadership team (e.g., Chief Executive Officer and Chief of Staff).

Governance Procedures and Operations

Meetings of KIPP SoCal Public Schools Board of Directors

KIPP SoCal's Board of Directors holds public meetings in accordance with the Brown Act and Education Code Section 47604.1(c). Board members support the mission of the Charter School and serve on the Board voluntarily. In the conduct of meetings, the KIPP SoCal Board:

- Publicly posts an agenda at least 72 hours prior to all Board meetings in accordance with Brown Act requirements
- Directly links agendas on KIPP SoCal's website as well as the website for each individual school
- Posts agendas at the main entrance of each individual school and at KIPP SoCal's regional office
- Gives 24-hours public notice in the event of a special meeting of the Board
- Holds all meetings within the physical boundaries of the county in which the greatest number of KIPP SoCal Public Schools students reside
- Sets up a two-way teleconference location at each school site and resource center
- Posts audio and/or video recordings of all Board meetings on KIPP SoCal's website as well as the website of each individual school
- Sets aside time at each meeting for public comment on agenda and non-agenda items
- Provides simultaneous translation for any public comment provided in Spanish
- Conducts all votes in public, unless a vote is permissibly cast in closed session
- Provides to members of the public, upon request, copies of any materials provided to the Board (unless exempted by the Brown Act or Public Records Act)
- Posts approved minutes from the previous Board meeting on the KIPP SoCal website

The KIPP SoCal Board of Directors meets a minimum of five times per year. The regular meeting schedule is created in advance of the school year starting, in collaboration with the Governance Committee and KIPP SoCal's management. Meetings are aligned to the needs of the organization including mandatory deadlines to meet applicable District, state, and federal requirements. The Board Secretary is responsible for recording governing board actions.

Quorum and Voting

A majority of the total number of Directors then in office (but no fewer than two Directors or one-fifth of the then authorized number of Directors, whichever is greater) shall constitute a quorum for the transaction of business. Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or the Bylaws.

Abstention Process

In the case of a Board Member who chooses to abstain from a vote, KIPP SoCal adheres to the following procedures concerning abstentions:

- Abstentions are counted and noted as abstentions, not a “yes” or “no” vote
- An abstention does not affect the outcome of the vote
- All members have the right to abstain and cannot be compelled to vote

Telephone and Video Meetings

Directors may participate in a meeting through the use of conference telephone or electronic video screen communication. Participation in a meeting through the use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another. A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Standard teleconferencing may be used for all purposes during any meeting if the following are met:

- At least a quorum of the legislative body must participate from locations within the geographic boundaries of the county in which the greatest number of students enrolled in KIPP SoCal’s charter schools reside
- Additional teleconference locations may be made available for the public, for example at a school site
- Each teleconference location must be specifically identified in the notice and agenda of the meeting, including a full address, as may be applicable

Any meeting may be held by standard conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all Directors shall be deemed to be present in person at such meeting as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meeting must also be noticed and conducted in compliance with Government Code Section 54953(b), including without limitation the following:

- At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations in county in which the greatest number of students enrolled in KIPP SoCal schools reside
- All votes taken during a teleconference meeting shall be by roll call
- The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting
- All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call

Stakeholder Involvement

We have built a school and program based on high expectations, excellent instruction, focusing on results, and partnering with families. Our partnership with families is instrumental in achieving our results. Our parents are well-informed about intervention strategies to use at home from our workshop-style Literacy Night and Math Night for families. Teachers and administrators frequently check in with parents about student progress via telephone, written notes, and our family communication system (ParentSquare). The Charter School's website further supports involvement by ensuring families have access to relevant information, such as important contact information, school calendars, and Charter School policies.

All KIPP SoCal Board members are asked to visit at least one school each school year. The schools are selected on a rotating schedule and vary in location, type, and size. These visits are an opportunity for Directors to engage with School Leaders, teachers, students, and families so they can get to know each other.

The Charter School also dedicates a significant amount of time to parent education. Parent education covers topics ranging from how to best help their children succeed academically, to informing parents about compliance with programmatic and funding requirements. Teachers hold office hours to support and train parents. In addition, the Charter School hosts informational events, such as Back to School Night, Literacy Night, Math Night, Living the College Dream, Understanding Assessments Night, and College Readiness Night.

Family members help the entire classroom community, not just their child. The objective here is twofold. First, we want parents to take ownership of the education all children are receiving. And second, we want students to understand that their parents are also their teachers. This builds a strong sense of community, collaboration, and a “we are all in this together” mentality.

Role of Parents

The Charter School has established practices to develop parent voice and leadership to ensure local control. The Charter School offers opportunities to build understanding of the program and its results, as well as opportunities for families to ask questions, analyze results, and provide feedback and input to the school leadership to inform future plans. Throughout all of this parent-school interaction, there is a singular emphasis: supporting the education of each child.

Ongoing consultation and collaboration with parents is an indispensable part of the Charter School’s operation. We view our parents as partners in the education of their children and seek their input regularly through our parent groups and surveys. We give parents the opportunity to be leaders in many of the Charter School’s extracurricular activities (e.g., the winter and spring concerts), voice their ideas, attend educational workshops, and learn more about what goes on in our Charter School. We also distribute three family surveys during the course of the school year. This feedback goes directly to schools and is reviewed to determine any shifts that may be needed.

The Charter School has a parent leadership group that meets once a month, in conjunction with other parent groups to provide the Charter School with feedback and to organize volunteering efforts. This will include the option for parents to join KIPP SoCal’s region-wide parent groups such as the Family Ambassadors group already in existence.

Monthly opportunities for family engagement also include, school-based advisory council (i.e., School Site Council), the English Learner Advisory Committee, and meetings with the School Leader.

Local Control and Accountability Plan

The Charter School also engages all stakeholders to include parents, teachers, staff and administrations in its annual development and review of its Local Control and Accountability Plan (“LCAP”). Stakeholder engagement is typically organized in three parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, and we host at least one official LCAP meeting annually.

Via the LCAP meeting for parents, the Charter School’s LCAP shows parents how our annual goals are tied to our budget. In accordance with California Education Code 52064.1, the Charter School’s LCAP attaches an annual budget overview for parents that uses understandable and accessible language. The Charter School shall present a report on the annual update to the LCAP and the local control funding

formula budget overview for parents on or before February 28th of each year as part of a nonconsent item at a regularly scheduled Board meeting.

School-Based Advisory Council and English Learner Advisory Committee

The Charter School has a school-based advisory council (i.e., School Site Council) . The school-based advisory council is a group of teachers, parents, and classified employees that work with school leadership to develop, review, and evaluate Title I programs and budgets. The school-based advisory council's major responsibilities may include:

- Develop and approve the schools LCAP and recommend it to the local governing board
- Regularly monitor and revise the LCAP including expenditures and implementation
- Participate in all District, state, and federal reviews of the school's program for compliance and quality
- Annually evaluate the school's progress towards meeting school goals

The purpose of the English Learner Advisory Committee ("ELAC") is to provide recommendations to school leadership regarding programs and services for English Learners. Recommendations are based on student performance, parental involvement data, and other relevant data such as school attendance. These recommendations may be used by the Charter School in their LCAPs to ensure that English Learners are academically successful.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

The Charter School is led by one School Leader. This School Leader reports to their respective Director of School, who, in turn, reports to the Chief of Schools, who reports to the Chief Executive Officer. School Leaders are charged with running the Charter School and overseeing all aspects of the Charter School from academic achievement to operational compliance to family engagement.

The tables below outline staff positions and minimum qualifications at the Charter School:

| <i>School Leadership Team (Administration)</i> |
|--|
| <p><i>School Leader</i></p> <p>A School Leader sets and enforces rigorous standards for student achievement that are aligned to the goals of KIPP SoCal Schools. A School Leader provides organizational, instructional, and operational leadership, along with recruiting and hiring instructional and support staff. A School Leader also serves as a liaison between teachers, parents, and the community.</p> <p><i>Assistant School Leader/Dean</i></p> |

The Assistant School Leader/Dean models and supports implementation of the School Leader's vision and goals. The Assistant School/Leader Dean also owns the implementation of select school priorities and assumes a leadership role in data-driven instruction and progress monitoring, including recommending to the School Leader what schoolwide professional development will be the highest leverage in improving student results.

School Business Operations Manager

The School Business Operations Manager leads all non-instructional functions of a school, allowing the School Leader and other instructional staff to drive superior student achievement. The School Business Operations Manager manages a school-based operations team, ensuring the school is in compliance with all local, district, state, and federal laws and regulations, and leading all efforts toward operational excellence, including finance and purchasing, student information and reporting, facilities, the school nutrition program, student recruitment and enrollment, emergency preparedness, and trip planning and event coordination.

Qualifications

- BA required; MA preferred
- For School Leader and Assistant School Leader/Dean, minimum of three years of successful, full-time, lead-teaching experience required
- Master's degree preferred for School Business Operations Manager
- Minimum two years of administrative or leadership experience in a school setting required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of KIPP SoCal Schools

Classified Staff

School Operations Coordinator

The School Operations Coordinator organizes and maintains a pristine office space and environment. They also play a key role in community relations by translating and distributing school correspondence, assisting in the translation of parent meetings, and building relationships with families to keep them informed and meet their needs.

Registrar

The Registrar is the data and student information expert at the school. This person is responsible for maintaining impeccable records, assisting with seamless school operations, and supporting excellent teaching and learning by providing data to inform decisions.

Operations Aide

The Operations Aide manages student arrival and dismissal. The Operations Aide also ensures the school nutrition programs run smoothly and safely. This responsibility includes setting up the breakfast and/or lunch area daily and distributing meals to students, following all required procedures.

Qualifications

- A bachelor's degree from an accredited college or university required
- High School Diploma for Operations Aide
- Minimum two years of experience; four years preferred
- Spanish language skills are a plus
- Prior school or nonprofit experience preferred
- Ability to work in a Windows and Apple environment
 - Experience managing data
 - The ability to work autonomously
 - Demonstrated initiative, leadership, and tenacity
 - Strong commitment and passion for KIPP SoCal's mission and values

Certificated Staff

Core Teacher

KIPP SoCal Schools seeks dynamic educators to teach our students. The primary responsibilities of a KIPP SoCal teacher are to ensure that students achieve and/or exceed grade-level standards, and to provide students with a strong college-preparatory education. Other responsibilities include: delivering a high-quality, rigorous, and effective curriculum; planning, implementing, and reflecting upon all aspects of instruction in the assigned areas in order to realize the Charter School's mission; and developing in all students positive character habits centered around the Charter School's values. KIPP SoCal teachers report to and are evaluated by their school's leader.

Special Education Teacher

The Special Education Teacher will provide individualized instruction and support to students with special needs at one or more of our elementary and middle schools. The Special Education Teacher will report to the School Leader and be supported by the Program Specialist from the Special Education team.

Elective Teacher

KIPP SoCal seeks dynamic educators to teach our students in electives such as Art, Music, Musical Theater, dance, creative writing, and Spanish. The Elective Teacher plans, implements, and reflects upon classroom instruction in order to realize the mission of the school. The Elective Teacher reports to and is evaluated by the School Leader.

Qualifications

- Possession of a valid internship, preliminary, or clear teaching credential required for the certificated assignment and/or SpEd credential required; possession of a valid permit
- BA or BS required; and MA/MS preferred
- Successful full-time teaching experience serving a similar student population
- Excellent organizational, planning and implementation skills
- Relentless results-orientation and strong sense of purpose
- Ability to establish relationships and communicate effectively
- Reflective and able to execute in an efficient and effective manner
- Unquestioned integrity and commitment to the KIPP SoCal mission

Instructional Support Staff

Instructional Assistant

The Instructional Assistant will support classroom teachers in classroom preparation and progress monitoring, including overseeing and managing small-group instruction to reinforce lesson objectives.

Qualifications

- Passing score on the California Basic Skills Test ("CBEST") preferred, or desire to take CBEST

- Relentless determination to do whatever it takes to help our students succeed
- Passion and deep alignment with KIPP SoCal’s mission, values and culture
- Goal-driven, accountable, and reliable; strong attention to detail and follow through
- Excellent organizational, planning, and implementation skills
- Excellent written and oral communication skills
- Proficiency in Microsoft Excel, PowerPoint, Word, Access, and Outlook

Regional Support: The School Success Team

School-based staff at the Charter School are supported by roles within the regional School Success Team (“SST”). Although not employed at the Charter School, SST members work to support all KIPP SoCal Schools. Key roles of school support include:

- Chief Executive Officer
- Chief Academics Officer
- Chief Talent & Equity Officer
- Chief of Schools
- Chief of Staff
- Chief Financial Officer
- Chief of Operations
- Registered In-House Counsel
- Controller
- Managing Director of Student Services
- Managing Director of Public Affairs
- Director of Schools
- Director of Community & Donor Relations
- Director of KIPP Forward
- Director of Real Estate
- Director of Information Technology
- Director of Finance
- Director of Data & Analytics
- Director of Mental Health and Support Services
- Director of Special Education
- Director of Human Resources Operations
- Director of Special Education
- Director of Mental Health
- Director of Regional Operations
- Director of Talent Acquisition
- Director of Talent Development
- Director of Workforce Analytics

- Director of Teaching and Learning
- Director of Equity
- Director of Leadership Development
- Director of Policy & Authorizer Relations
- Director of Advocacy & Community Engagement
- Director of Public Programs & Community Schools

At the SST, all roles of Director and above have the minimum requirements:

- Minimum of 3–10 years of related work experience, preferably in a growing and dynamic multi-site organization with at least 300 employees
- Bachelor's degree required; master's degree or equivalent in a related field or equivalent professional certification preferred
- Demonstrated ability to lead multiple high-profile and complex projects simultaneously
- Collaborative team player; comfortable leading and executing projects as required
- Track record of identifiable and measurable successes in managing a complex organization and implementing operational change
- Outstanding organizational skills and high attention to detail
- Outstanding written and oral communication skills
- Articulate, professional demeanor with strong self-confidence and initiative
- Demonstrated ability to work in a fast-paced, high-energy environment with a proven ability to meet and complete multiple deadlines and tasks
- Unquestioned commitment to KIPP SoCal's mission and values

Element 6 – Health and Safety Procedures

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

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address

the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and

other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the

students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Health and Safety

In order to provide safety for all students and staff, KIPP SoCal has adopted and implemented full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the School Leader and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237, 44830.1, and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. KIPP SoCal's Director of Human Capital shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. Additionally, the Director of Human Capital shall monitor the fingerprinting and background clearance of School Leaders. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising seventh-grade students are immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing, and scoliosis. The Charter School adheres to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School provides an information sheet regarding type-2 diabetes to the parent or guardian of incoming seventh-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type-2 diabetes
2. A description of the risk factors and warning signs associated with type-2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type-2 diabetes should be screened for type-2 diabetes
4. A description of treatments and prevention methods of type-2 diabetes
5. A description of the different types of diabetes screening tests available

Suicide Prevention Policy

The Charter School has adopted a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School is also committed to informing our students' parents and guardians about ways to prevent human trafficking. To that end, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

As of the 2024–2025 school year, and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School complies with the requirements of the California Healthy Youth Act, 51930 et seq.. Thus, all students in grades 7–8 receive a comprehensive sexual health education and HIV prevention education. A comprehensive sexual health education includes, but is not limited to, giving students the knowledge and skills needed to protect themselves from HIV and other STIs.

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and display a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year. At least twice every school year, the Charter School notifies parents and students about how to access mental health services on campus or in the community.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)–(L):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605.
- Procedures for conducting tactical responses to criminal incidents
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for Students With Disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Leader and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis-B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Facilities

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment-based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, immigration status, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Charter School has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Preventing Bullying

The Charter School does not tolerate behavior that infringes on the safety of any student. Therefore, in accordance with Education Code Section 234.4, the Charter School shall adopt procedures for preventing acts of bullying and cyberbullying. In addition, as required by Education Code Section 32283.5(a), the Charter School annually makes available the California Department of Education's online training module to assist all certificated school staff and all other schoolsite employees who have regular interaction with children, in increasing their knowledge of the dynamics of bullying and cyberbullying.

Supporting LGBTQ Students

Commencing with the 2025–2026 school year and ending with completion of the 2029–2030 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390–49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California’s child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School’s emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Immigration Policy

The Charter School complies with the requirements of AB 699. The Charter School has adopted policies that align with guidance issued by the California Attorney General.

Custodian of Records

The Director of Human Resources Operations and the Human Resources Generalist serve as the custodians of records for the Charter School.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, Including Redesignated Fluent English Proficient Pupils Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Court-Ordered Integration

The Charter School partners with KIPP SoCal’s Student Recruitment team to develop and implement an annual comprehensive student recruitment plan rooted in national and local best practices for recruiting students to achieve a balance of racial and ethnic balance that is reflective of the general population residing within LAUSD’s territorial jurisdiction, as well as a balance of special education students and English learner students, including redesignated fluent English proficient students. During the interest and enrollment periods, the Charter School provides relevant enrollment information to inquiring families through its website, telephone hotline, and by assisting families in person, via email, or over the phone as they navigate the process and requirements.

Plan for Achieving LAUSD's Racial and Ethnic, Special Education, and English Learners Balance

The Charter School's outreach plan has been designed to ensure that outreach is targeted towards racially and ethnically, ability, and linguistically diverse students in the Charter School's surrounding communities. Every year, the Charter School implements a multi-pronged recruitment strategy that cuts across the four key areas of student recruitment that have proven to yield optimal outcomes: (1) leveraging families and KIPP SoCal Public Schools partners; (2) community engagement; (3) creating partnerships with feeder programs; and (4) marketing, advertising, flyering, and neighborhood canvassing. Beginning in the year preceding our opening, we will implement the marketing tactics listed below from September through mid-February. The Charter School's plan to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio may include, but not be limited to, the following recruitment efforts, outreach, and activities:

- Enlisting support from current KIPP SoCal Public Schools families to provide referrals
- Conducting open houses and providing information about enrollment at education exhibitions, community events, resource fairs, and public housing development council meetings
- Targeting the siblings of current KIPP SoCal students to enroll in the Charter School — these are families who already know the expectations and culture of KIPP and could become a base for further student recruitment
- Targeting fourth-grade students to support matriculation to our middle schools
- Connecting with the California Department of Developmental Services' regional centers to create partnerships to identify potential families and students
- Providing opportunities for families to meet with Charter School staff and learn more about the academic program (including services for English Learners and Students With Disabilities), school schedule, and other expectations
- Contacting local community leaders and businesses to assist in the recruitment effort by posting information and advertisements about the Charter School geared toward student recruitment
- Targeting community events (e.g., the East Los Angeles Mexican Independence Day Parade and South Los Angeles' Kingdom Day Parade) and community organizations to build relationships and spread information about the Charter School, such as local festivals and celebrations
- Walking the community and knocking on doors to distribute information about the Charter School; such community visibility is essential to community members meeting the Charter School's School leader and understanding the mission of the Charter School

- Circulating bilingual and school-specific marketing materials in the nearby community
- Purchasing bilingual media advertisements
- Placing bilingual community outdoor advertisements (e.g., Latinx grocers, posters, junior billboards, pole banners, and public transit)
- Leveraging Spanish-only paid search on online print and streaming platforms (e.g., *La Opinión*, Spotify)
- Making the websites of KIPP SoCal and the Charter School available in English, Spanish, Chinese, Filipino, and Japanese
- Providing bilingual lottery interest form access online for families to expand the Charter School's applicant pool

Outreach Materials

Recruitment materials and outreach information are made available in English and any other predominant language in the community (e.g., Spanish, Korean, and Vietnamese) to best spread the word to our communities. Those conducting outreach and recruitment speak the language used by families and community members. Recruitment materials include information about the Charter School (e.g. the mission statement of the Charter School, pictures of KIPP students, information about the KIPP network of schools, and contact information for the Charter School) in both English and Spanish. The Charter School's website is linked to the KIPP SoCal Public Schools website and provides extensive information about the Charter School's instructional vision, mission, goals, and values along with additional information about the KIPP national network of public charter schools. Interest forms are available online.

In addition, our outreach materials highlight KIPP SoCal's diversity and support for students with a wide array of needs. For example, a recent one-pager used by the Charter School emphasized that, across all KIPP SoCal schools, 81% of students identify as Latinx and 16% of students identify as Black. The one-pager also called attention to "meeting every student's needs" by "providing personalized support that responds to the needs of each student so they can thrive in school and life." The one-pager went on to specifically list key support initiatives for homeless and foster youth, LGBTQ youth, special education, trauma-informed classrooms, and suicide-and-bullying prevention. The Charter School and KIPP SoCal will continue using similar outreach materials in the future.

Maintaining Racial and Ethnic, Special Education, and English Learner Balance

Recruiting students from the immediately surrounding community ensures that the Charter School maintains the required racial and ethnic balance. The community surrounding our school site is

exceptionally diverse and rich in history. We are proud to serve this community and strongly believe students with a variety of life experiences add to the learning experiences of all. Through the community we build at the Charter School, students and families will learn from each other to respect different viewpoints and find commonalities in all people. The Charter School is committed to ensuring that all students and families involved with our recruitment and outreach process feel welcome and respected. This will create the foundation for a thriving school team and family.

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the Board and KIPP SoCal staff will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic balance of students.

Element 8 - Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The Charter School is nonsectarian in its programs, admission policies, and all other operations, and it does not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. In accordance with Education Code Section 47605(e)(4)(A), the Charter School does not discourage pupils from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free- or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, immigration status or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School does not encourage pupils currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to their academic performance exhibiting any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School admits all pupils who wish to attend the Charter School. No test or assessment is administered to students prior to acceptance and enrollment into the Charter School. Although the Charter School encourages parental involvement, it also notifies parents and guardians of applicant students that, in accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences do not require mandatory parental volunteer hours as a criterion for admission, or continued enrollment at, the Charter School. The Charter School complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

The Charter School requires students who wish to attend the Charter School to complete an interest form. After admission, students are required to submit an enrollment packet,³⁸ which includes the following:

- Registration Packet
- Home Language Survey
- Emergency Card
- Migrant Student Questionnaire
- Health Packet
- Special Meal Accommodation Form

³⁸ The Charter School does not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- Statewide Test Notification
- All-In Covered California Flyer

Homeless and Foster Youth

The Charter School adheres to the provisions of the federal McKinney-Vento Homeless Assistance Act to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School provides specific information in its outreach materials, websites, community meetings, open forums, and regional center meetings that notifies parents that Charter School is open to enroll and provides services for all students. The Charter School also provides a standard District contact number for access to additional information regarding enrollment.

The Charter School complies with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. The Charter School extends its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Student Recruitment

Generally, student recruitment activities for the Charter School start in October. Throughout the student recruitment process, interested families and parents complete student interest forms and, once the interest form period has ended, applications for enrollment. When distributing interest forms, staff and volunteers clearly explain the goals and expectations of the Charter School to families, parents and students. Follow-up meetings are scheduled and staff respond to phone calls and emails from interested parents as quickly as possible. The Charter School's outreach efforts target students with a history of low academic performance, socioeconomically disadvantaged students, and Students With Disabilities, as described in Element 7. Other activities may include:

- Hosting open house events
- Setting canvassing dates
- Attending community events
- Doing community presentations
- Hosting enrollment workshops

The Charter School's recruitment efforts are concentrated within a three-mile radius of our location.

Lottery Preferences and Procedures

The Charter School implements an admissions process that includes an interest period, public random drawing ("lottery") if necessary, and official enrollment process. The process and procedures, as well as

timeline, are made available to all families and community members on the Charter School's website and in hard copy at the Charter School office. Additionally, this information is distributed, as appropriate, during the recruitment efforts described here and in Element 7.

Admission Preferences

The Charter School's admission preferences are consistent with Education Code Section 47605(e). Preference in the lottery will be given to the following categories of students:

- Students whose address of residence lies within the published boundaries of the District
- Siblings of students admitted or attending at the Charter School
- Children of KIPP SoCal Public Schools regular employees (not to exceed 10% of total Charter School enrollment)
- Students currently enrolled in and attending KIPP Iluminar as fourth graders who seek to enroll at KIPP Sol in the following academic year as fifth graders

If the number of students who wish to attend the Charter School exceeds the openings available, then entrance shall be determined by a lottery in accordance with Education Code Section 47605(e)(2) and as set forth below. Students currently attending the Charter School are exempt from the lottery per Education Code Section 47605(e)(2)(B).

Open Enrollment Period

All interest forms (i.e., applications to enroll) submitted during the open enrollment period are collected and recorded and maintained in the Charter School's enrollment system. Interest forms seek only the student information needed to determine admission preferences and parent contact information, and are made available both in paper form and online. The dates of the open enrollment period are made public on the Charter School's website prior to the opening of the period. If the number of interest forms received exceeds the capacity of a grade level, a date is set to hold a lottery to assure all applicants an equal chance of gaining admission subject to the admission preferences listed above. The date of the lottery is also made public on the Charter School's website.

Foster youth and homeless students are allowed to enroll in accordance with Charter School admission and enrollment policies even if a parent/guardian is unable to provide the Charter School with the records normally required for enrollment, such as proof of minimum age requirements, proof of residency, or other documentation. The Charter School staff shall immediately contact the school last attended by the student, if applicable, to obtain the relevant records. In the instances where a foster youth/homeless student needs to obtain immunizations or does not possess necessary immunization and other relevant medical records, the Charter School staff assists the parent/guardian(s) in obtaining

the necessary immunizations and medical records for the student. Charter School staff shall assist any unaccompanied youth in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if the youth is unable to provide the Charter School with the records legally required for enrollment, and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by a supervising adult.

Lottery Proceedings

The date and time of the lottery is established each year once it is determined that a lottery is required. The Charter School seeks locations either in or near the location of the Charter School facility and in a space large enough to ensure all interested parties may observe the lottery. Families who submit interest forms (on paper or online) receive information about the date, time, and location of the lottery from the Charter School in advance via email. The lottery is conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms receive preference in the automated lottery system, per the preferences outlined above.

The Board of Directors takes all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Chief Academic Officer). Separate lotteries are conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries take place on the same day in a single location.

Post-Lottery

All families who submitted an interest form, including both those who did and did not attend the lottery event, are notified in writing about the results of the lottery by the Charter School within one week of the lottery via a letter sent to the address on the interest form. The letters state whether the child was admitted or waitlisted, and, if waitlisted, the number the child is on the waiting list. For students who are admitted to the Charter School, the letter will include steps the family must take and a timeline (typically 2–3 weeks) to return paperwork to enroll the child in the Charter School. If the necessary paperwork is not returned to the Charter School by person or by mail, complete by the designated deadline, then admission for that student is forfeited, and an admission offer is made to the next student on the waiting list.

When a space is open during the school year that is not filled by a foster youth or homeless student, families are contacted by the Charter School staff through a call and email in the order of the waitlist and will be given at least 48 hours to decide whether or not to accept a space at the Charter School. Families can respond via phone, in writing, or by accepting the seat through an online enrollment system. In the event that there is no waitlist, enrollment will be made available to any interested family at the appropriate grade level. The Charter School maintains physical records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online

system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list, on the Charter School campus for inspection upon request. The information is maintained according to applicable state and county document retention requirements.

Waitlist Procedures

If a lottery is required, a numbered waiting list is created at the time of the lottery and is randomized, accounting for the preferences listed above, by the automated lottery system. After the lottery, the waiting list only changes to accommodate the sibling preference, meaning if a family has two students on the waiting list and one is called off the waitlist and enrolls in the Charter School, the sibling's wait list number may move up as a result of the sibling now being a current student. No other changes to the waitlist occur. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), are held in abeyance for a subsequent lottery, should the original waitlist be exhausted. Should a vacancy occur, admission is offered to the next applicant at the top of the waiting list. The Charter School determines the timeline for wait-listed students to accept admission annually. The waiting list expires annually the day before the lottery for the upcoming year, and in no circumstance will a waitlist carry over to the following school year; applicants must reapply annually if the Charter School is unable to offer them admission for the current year. The above process will also be followed to fill vacant seats for all grades as seats become available each year due to student attrition at the discretion of the School Leaders.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

An annual independent financial audit of the books and records of the Charter School is conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). This audit is conducted in accordance with Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K–12 Audit Guide. The audit verifies the accuracy of the Charter School’s financial statements (including its Balance Sheet, Income Statement, and Cash Flow Statement), attendance and enrollment accounting practices, and reviews internal controls.

The independent auditor is selected by the KIPP SoCal Board's Audit & Risk Committee Chair, and the selection is then approved by the Board of Directors. The auditor has, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in the applicable Office of Management and Budget Circulars. KIPP SoCal's Chief Financial Officer and Controller will work with the auditor to complete the audit.

The annual audit is completed and forwarded to the District, the County Office of Education's Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year by the contracted auditing firm. KIPP SoCal's Chief Financial Officer and Senior Controller ensure that the auditor sends the completed audit to all required agencies.

The KIPP SoCal Board's Audit & Risk Committee reviews any audit exceptions or deficiencies with the Chief Financial Officer and the Chief Executive Officer and reports to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors submits a report to the District explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

The Charter School's Student Discipline Policy has been established to promote learning while providing a positive and safe learning environment throughout the Charter School. The Charter School is always

committed to alternatives to handling student discipline besides suspensions and expulsions when at all possible.

In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. However, alternatives to suspensions and expulsions will always be considered and implemented when possible. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. All Charter School team members shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed, available in electronic form, and distributed annually as part of the Family Handbook. It will clearly describe student discipline policy, procedures, and expectations.

The Charter School's administration shall ensure that students and their parents/guardians³⁹ are notified in writing upon enrollment of all student discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Charter School Leadership Team's office. The Charter School will ensure that the Policy in the Family Handbook and the Policy in the School Leadership Team's office are consistent with provisions in this petition, the District's policies/School Climate Bill of Rights and all applicable law.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general-education students except when federal and state law requires

³⁹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

additional or different procedures. The Charter School will follow all applicable federal and state laws including, but not limited to, the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

School-Wide Positive Behavior Intervention and Support

Throughout the country, KIPP schools have been successful in teaching and overseeing healthy and safe student behavior. The Charter School is committed to creating a positive, nurturing, and safe learning environment for all students. The Charter School's Positive Behavioral Interventions and Supports ("PBIS") program plays a key role in this commitment. PBIS is an evidence-based framework designed to improve school climate, promote positive behavior, and increase academic achievement. By teaching and reinforcing clear behavioral expectations, PBIS helps students develop essential social and emotional skills that will benefit them throughout their lives. From initially setting expectations for behavior to consistently discussing and reinforcing what safe and healthy behavior looks like, students are constantly exposed to the Charter School's values and expectations.

By acknowledging positive and healthy behavior in the classroom and encouraging students to do the same with their peers, the Charter School's teachers teach students the importance of modeling and embodying positive and healthy behavior. As a result, the Charter School's students will be able to identify and explain times when they are not meeting behavior expectations. This allows for self-correction and reflection. Each teacher at the Charter School employs a multi-step disciplinary system, which clearly conveys to students the consequences of unsafe and unhealthy behavior and provides opportunities for improvement. The consistency of this system across classrooms and grade levels ensures uniformity of expectations for all students, with the goal of creating and maintaining a positive school environment. On an annual basis, teachers will attend extensive training during the summer before the school year and throughout the school year, provided by the School Leader(s) on school culture and climate.

Tiered Behavior Intervention

By using a range of progressive disciplinary options, the Charter School curtails misconduct before there is a need for more serious interventions. The Charter School is dedicated to working with students and families to address behavior challenges effectively. Potential options include (but are not limited to):

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade-level leaders
- Parent meetings with teachers and/or grade-level leaders to discuss and develop safe and healthy behavior interventions to support the student and encourage future healthy decision-making
- Loss of incentives or privileges, such as "Fun Friday"

- Daily conduct log in which a student is required to get teacher acknowledgement of safe and healthy behavior after each class
- A behavior reflection sheet, which documents, in real time, student decisions in relation to the values of the school so that problematic choices can quickly be identified and addressed
- Study teams, resource panel teams, or other assessment-related teams
- Peer presentations of something that the student learned after making a non-healthy, safe decision
- Referral to school counselor, psychologist, child-welfare attendance personnel, or other school support service team members
- Based upon the specific facts and/or issues involved in a situation with a student, intervention from a child welfare attendance specialist may need to be involved (the school shall use this resource to serve the best interest of students when necessary)

Corporal punishment, which includes the willful infliction of, or willfully causing the infliction of, physical pain on a student, will not, under any circumstances, ever be used as a disciplinary measure with any student. This commitment by the Charter School does not limit the rights of the Charter School team member to use force that is reasonable and necessary to protect the team member, student(s), team members, other persons, or to prevent damage to school property.

A member of the School's Leadership Team (School Leader, Assistant School Leader, or Dean) or Designee (other school Administrative team member) manages all discipline referrals; and based on the severity of the action, handles each referral on a case-by-case basis in the best interest of students. The facts of every discipline case are always different. The policy shall be implemented uniformly, and the Charter School's leadership takes the individual facts of each case into consideration while determining the best course of action for students. A member of the Charter School's Leadership Team or Designee documents on the disciplinary referral how the action was handled. The discipline referral is sent home to be signed by the student's parent or guardian and must be returned the following day. A copy of the referral is then given to the classroom teacher and another copy is kept on file with a member of the School's Leadership Team or Designee. Additionally, all referrals are logged into Illuminate, our student information system for data monitoring.

Restorative Justice Practices

The Charter School will also use restorative-justice practices to repair harm done to relationships. In our view, restorative-justice practices take accountability in the school community to a higher level, because students and teachers are engaged in collaborative conversations around choices, actions, and behaviors that foster true personal growth and change. The restorative-justice approach cycle requires the school community to: (1) consider the why; (2) identify needs; (3) address harm; (4) reflect; and (5) heal. Our restorative-justice practices include, but are not limited to:

- Relationship building
- Calm corners

- Student check-ins
- Community circles
- Positive reinforcement
- Reflection sheets
- Restorative conversations
- Harm circles
- Logical consequences

These practices aim to:

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships
- Resolve conflict and hold individuals and groups accountable

Our restorative-justice practices require ongoing work to build relationships with students and create a safe learning environment. The growth and change that come from restorative-justice practice takes time, and some students will need more time to respond than others.

Alternatives to Suspension

The school-wide positive behavior intervention and support system, tiered behavior intervention, and restorative-justice practices described above aim to provide alternatives to suspension that address and correct a student's specific misconduct. Additional alternatives to suspension include, but are not limited to, the following (and the Charter School may consider other alternatives not listed based on the specific circumstances):

- Attending family group conferences
- Completing an age-appropriate student statement reflecting on behavior
- Completing age-appropriate reflection packets targeting specific misconduct (e.g., bullying, fighting, racism, safety)

Starting on the first day of the school year, the Charter School also leverages the Student Support and Progress Team ("SSPT") as another alternative to suspension. The SSPT is typically composed of a school leadership team member, referring teacher, student-support personnel (e.g., counselor, EL coordinator), and other team members (e.g., an intervention teacher) as determined by the SSPT designee. The SSPT uses a collaborative model to identify interventions and support for students who are struggling academically, linguistically, and/or behaviorally in the general-education setting. The SSPT uses data to monitor and evaluate the effectiveness of Tier-1, Tier-2, and Tier-3 support for the student.

The Charter School provides professional development on all of these interventions, supports, and practices. At the beginning of the year, the Charter School implements a Six-Week Strong Start that includes monitoring implementation of the school-wide positive behavior intervention and support. In addition, the Charter School describes and models restorative-justice practices in an annual professional development session.

Using Data

The Charter School monitors student behavior in KIPP SoCal's Analytics System to Leverage Excellence, a data analytics platform that is commonly referred to as "KASTLE" for short. The KASTLE platform includes a dashboard on behavioral incident reports. The dashboard allows the Charter School to disaggregate incidents by month, time, location (e.g., classroom, playground, hallway), day of the week, student group), and type of behavior. This data allows the Charter School to identify problem areas, brainstorm interventions, and communicate findings to staff, students, and parents.

In addition, KIPP SoCal and the Charter School gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements. Such data is readily available to the District upon request.

Grounds for Suspension and Expulsion

The Charter School's Student Suspension and Expulsion Policy promotes learning and protects the safety and well-being of all students and team members. Team members shall enforce disciplinary rules and procedures fairly and consistently among all students. The Charter School's administrators ensure that students and their parents or guardians are notified in writing upon enrollment of all discipline policies and procedures. The Policy and its Procedures are set forth in the Family Handbook.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. If a student's parent/guardian requests a hearing, the Charter School shall initiate the following procedures before the effective date of the action to involuntarily remove the student:

1. The Charter School is to provide timely, written notice of the offenses against the student and an explanation of the student's rights at least ten (10) calendar days before the date of the hearing.
2. The Charter School is to provide a hearing to be audio and/or video recorded and adjudicated by a separate hearing officer (i.e., this is a neutral officer who will facilitate, but will not be a member of the "Administrative Panel" described below) within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. A reasonably accurate and complete record of the hearing will be maintained.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or returning from a school-sponsored activity.

All Offenses For Which Students Must Be Suspended

Category 1 Offenses – Student Offenses with NO School Leader Discretion (except as otherwise precluded by law) *Education Code Section ("EC") 48915(c)*.

Category 1 offenses require that the School Leader shall immediately suspend and recommend expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence. *EC 48915(c)(1) and (c)(5); 48900(b)*.
- b) Brandished a knife at another person. *EC 48915(c)(2); 48900(a)(1); and 48900(b)*.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.* *EC 48915(c)(3); 48900(c)*.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, 289 or former 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4. and *EC 48915(c)(4); and 48900(n)*.

If it is determined by a neutral and impartial hearing officer or neutral and impartial Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

All Offenses For Which Students May Be Suspended

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion (*EC 48915(a)*).

Category 2 offenses require that the School Leader suspend and must recommend expulsion when it is determined that the student committed any of the offenses listed below, unless the School Leader determines that expulsion is inappropriate:

- a) Causing serious physical injury to another person, except in self-defense. *EC 48915(a)(1); 48900(a)(1)*.
- b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. *EC 48915(a)(2); 48900(b)*.
- c) Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication). *EC 48915(a)(3); 48900(c)*
- d) *Robbery or extortion. EC 48915(a)(4); 48900(e)*.
- e) Assault or battery (or attempt thereof) upon any school employee. *EC 48915(a)(5); 48900(a)(1); and 48900(a)(2)*.

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

Category 3 offenses require that the School Leader may suspend and recommend expulsion when it is determined the student committed any of the offenses listed below:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of “caused,” the injury is serious). *EC 48900(a)(1); 48915(b).*
- b) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- c) Sold, furnished, or offered a substitute substance represented as a controlled substance. *EC 48900(d); 48915(b).*
- d) Caused or attempted to cause damage to school or private property. *EC 48900(f); 48915(e).*
- e) Stole or attempted to steal school or private property. *EC 48900(g); 48915(e).*
- f) Possessed or used tobacco. *EC 48900(h); 48915(e).*
- g) Committed an obscene act or engaged in habitual profanity or vulgarity. *EC 48900(i); 48915(e).*
- h) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. *EC 48900(j); 48915(e).*
- i) Knowingly received stolen school or private property. *EC 48900(l); 48915(e).*
- j) Possessed an imitation firearm. *EC 48900(m); 48915(e).*
- k) Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. *EC 48900.4; 48915(e) (Grades four through eight inclusive).*
- l) Engaged in sexual harassment. *EC 48900.2; 48915(e) (Grades four through eight inclusive).*
- m) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. *EC 48900.3; 48915(e) (Grades four through eight inclusive).*
- n) Made terrorist threats against school officials or school property, or both. *EC 48900.7; 48915(e).*
- o) Willfully used force or violence upon the person of another, except in self-defense. *EC 48900(a)(2); 48915(b).*
- p) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. *EC 48900(o); 48915(e).*
- q) Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. *EC 48915(b).*
- r) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. *EC 48900(p); 48915(e).*
- s) Engaged in, or attempted to engage in, hazing, as defined in Section 32050. *EC 48900(q); 48915(e).*
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. *EC 48900(r); 48915(e).*
- u) Aided or abetted the infliction of physical injury to another person (suspension only). *EC 48900(t); 48915(e).*

For Categories 2 and 3, the Charter School must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

All Offenses For Which Students Must Be Recommended For Expulsion

Category 1 Offenses – Student Offenses with NO School Leader Discretion (except as otherwise precluded by law)

Category 1 offenses require that the School Leader shall immediately suspend and recommend expulsion when it is determined the student:

- a) Possessing, selling, or furnishing a firearm. *EC 48915(c)(1); 48900(b).*
- b) Brandishing a knife at another person. *EC 48915(c)(2); 48900(a)(1); and 48900(b).*
- c) Unlawfully selling a controlled substance. *EC 48915(c)(3); 48900(c).*
- d) Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in EC 48900(n); 48915(c)(4); and 48900(n)).
- e) Possession of an explosive. *EC 48915(c)(5); 48900(b).*

All Offenses For Which Students May Be Recommended For Expulsion

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

Category 2 offenses require that the School Leader suspend and must recommend expulsion when it is determined the student did any of the following, unless the School Leader determines that the expulsion is inappropriate:

- a) Causing serious physical injury to another person, except in self-defense. *EC 48915(a)(1); 48900(a)(1).*
- b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. *EC 48915(a)(2); 48900(b).*
- c) Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication). *EC 48915(a)(3); 48900(c)*
- d) Robbery or extortion. *EC 48915(a)(4); 48900(e).*
- e) Assault or battery (or attempt thereof) upon any school employee. *EC 48915(a)(5); 48900(a)(1); and 48900(a)(2).*

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

Category 3 offenses require that the School Leader may suspend and recommend expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of “caused,” the injury is serious). *EC 48900(a)(1); 48915(b).*
- b) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- c) Sold, furnished, or offered a substitute substance represented as a controlled substance. *EC 48900(d); 48915(b).*

- d) Caused or attempted to cause damage to school or private property. *EC 48900(f); 48915(e).*
- e) Stole or attempted to steal school or private property. *EC 48900(g); 48915(e).*
- f) Possessed or used tobacco. *EC 48900(h); 48915(e).*
- g) Committed an obscene act or engaged in habitual profanity or vulgarity. *EC 48900(i); 48915(e).*
- h) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. *EC 48900(j); 48915(e).*
- i) Knowingly received stolen school or private property. *EC 48900(l); 48915(e).*
- j) Possessed an imitation firearm. *EC 48900(m); 48915(e).*
- k) Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. *EC 48900.4; 48915(e) (Grades 4 through 8 inclusive).*
- l) Engaged in sexual harassment. *EC 48900.2; 48915(e) (Grades 4 through 8 inclusive).*
- m) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. *EC 48900.3; 48915(e) (Grades 4 through 8 inclusive).*
- n) Made terrorist threats against school officials or school property, or both. *EC 48900.7; 48915(e).*
- o) Willfully used force or violence upon the person of another, except in self-defense. *EC 48900(a)(2); 48915(b).*
- p) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. *EC 48900(o); 48915(e).*
- q) Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. *EC 48915(b).*
- r) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. *EC 48900(p); 48915(e).*
- s) Engaged in, or attempted to engage in, hazing, as defined in Section 32050. *EC 48900(q); 48915(e).*
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. *EC 48900(r); 48915(e).*
- u) Aided or abetted the infliction of physical injury to another person (suspension only). *EC 48900(t); 48915(e).*

For Categories 2 and 3, the school must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

Potential Disciplinary Actions

In general, a suspension may be imposed only when other means of correction fail to bring about the proper conduct. However, prior corrective action is not a prerequisite if a student's presence would cause a danger to persons or property. With respect to the violations set forth in Education Code Section 48900(a)–(e), — i.e., the first five enumerated offenses under Category 3 listed above and the first offense under Category 1 — an out-of-school suspension may be authorized for a first offense.

Additionally, pursuant to Education Code Section 48900.5(a), a suspension for any of the above-listed offenses is permissible if a student's presence causes a danger to persons or property or threatens to disrupt the instructional process. Expulsion for offenses enumerated under Category 3 subsections (a)–(l) or an offense enumerated under Category 1 subsection (a), is permitted based upon the recommendation of the School Leader and a finding by a neutral and impartial hearing officer or neutral and impartial administrative panel appointed by the KIPP SoCal Public Schools Board (or a designee thereof) that the student committed the offense and that either: (a) other means of correction are not feasible or have repeatedly failed to bring about the proper conduct; or (b) due to the nature of the act, the student's presence would cause a continuing danger to the physical safety of the student or others. Education Code Section 48915(e).

An appeal of an expulsion finding would go before the full KIPP SoCal Public Schools Board.

In-School Suspension

The Charter School provides an in-school suspension program to avoid any loss of instructional time. A student suspended from a school for any of the enumerated offenses may be assigned, by the School Leader or Designee, to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or team members, or if an action to expel the student has not been initiated. The Charter School follows the same notice and conference requirements for in-school suspension as for out-of-school suspension. In-school suspension is supervised by a credentialed teacher responsible for gathering assignments from the student's teachers of record and providing a small-group environment with close supervision and assistance in completing the work. The credentialed teacher remains in the room to monitor on-task behavior and provide tutoring when needed. The in-school suspension program includes a physical education component. On the rare occasion of a student with an IEP participating in the in-school suspension program, an itinerant RSP teacher visits the individual student to provide the assigned daily minutes prescribed in the IEP, and the student goes to all other DIS services as scheduled. The maximum number of days of in-school suspension does not exceed twenty (20) days per school year.

The following offenses are included above as Category-3 offenses for which the School Leader has broad discretion to determine appropriate discipline: (1) causing, attempting to cause, threatening to cause, or participating in act of hate violence; (2) engaging in harassment, threats, or intimidating against a pupil or group of pupils or school district personnel; and (3) making terrorist threats against school officials or school property, or both. The School Leader will have discretion as to whether in-school or out-of-school suspension (or no suspension) is appropriate for these offenses. However, in-school suspensions must receive final approval from the Director of Schools or designee for the Charter School along with guidance on exactly how the in-school suspension will be administered. In exercising discretion, the School Leader, along with the Director of Schools or designee, will consider which determined course of action adequately provides safety for students, team members, and visitors to the Charter School and serves the best interests of the Charter School. It will also be determined if an in-school suspension would better support the student in learning and growing from the incident.

Out-of-School Suspension Procedures

Assurances

The policies and procedures for suspension are periodically reviewed and the list of offenses for which students are subject to suspension and expulsion are modified as necessary. Such modifications are in compliance with the law and shall be submitted to the District for review. The Charter School accounts for suspended or expelled students in its average daily attendance accounting as provided by law. All suspension procedures comply with federal and state constitutional, procedural, and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. The Charter School's process for investigating incidents and collecting evidence is fair and thorough.

Authority

The School Leader or Designee determines if a suspension is to be imposed and, if so, the appropriate length.

Informal Conference With Student

Suspension shall be preceded, if possible, by an informal conference conducted by the School Leader or Designee with the student and the student's parent/guardian and, whenever practicable, the teacher, supervisor or school team member who referred the student to the School Leader. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student; the student shall be given the opportunity to present their version of events and supporting evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). EC 48911(b).

This conference may be omitted if the School Leader or Designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two (2) school days, unless the student/parent/guardian waives this right or is physically unable to attend for any reason, including but not limited to, incarceration or hospitalization. In such cases, the conference shall be held as soon as the student is physically able to return to school. EC 48911.

Notice to Parents/Guardians

At the time of the suspension, the School Leader or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension in the native language of the student or the student's parent/guardian and the date of return following the suspension. EC 48911.

This notice shall state the specific offense(s) committed by the student (EC 48900.8), as well as the date the student may return to school following the suspension. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference

Whenever a student is suspended, Charter School administrators may meet with the parent/guardian to discuss the causes and duration of the suspension, the Charter School policy involved, and any other pertinent matters. EC 48914. To ensure a fair and thorough process for investigating incidents and collecting evidence, the Charter School follows all suspension regulations outlined in the Education Code, as further elaborated below.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, penalties shall not be imposed on the student for the failure of the student's parent/guardian to attend a conference with Charter School administrators. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference. EC 48911.

Time Limits

Absent a recommendation for expulsion, a student's single suspension period (whether in or out of school) shall not exceed five (5) school days. Pursuant to Education Code Section 48903(a), the total number of days for which a student may be suspended from school shall not exceed twenty (20) school days in any school year. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year.

Upon a recommendation of expulsion by the Chief Executive Officer, School Leader, or Designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student's parents/guardian, unless the student and the student's parents/guardian fail to attend the conference. This determination will be made by the Chief Executive Officer, School Leader, or Designee upon either of the following: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing, fifteen (15) days, unless the parent/guardian requests to postpone the expulsion hearing for up to thirty (30) calendar days. The student will have the opportunity to complete instructional activities missed due to their suspension and will be able to communicate with designated school team members for any questions and for evaluation of work.

Suspension Appeals

Within ten (10) days of receiving the notice of suspension, the parent/guardian may submit a written appeal to the Student Discipline Committee of KIPP SoCal, which is a subcommittee of the KIPP SoCal's Board of Directors. The Student Discipline Committee will then conduct the suspension appeal review. The Student Discipline Committee decision is final. If the parent/guardian objects to the Committee's decision, the parent/guardian may submit a written objection which should be included in the student's discipline records if the parent/guardian so requests.

Access to Educational Materials

During the period of the suspension, the Charter School ensures that the student has access to the necessary educational materials by ensuring that classwork, homework, and other resources are made available to the student on a daily basis. The School Leader and/or Designee, oversees the process in which these materials are distributed to students during suspension.

Expulsion Procedures

Definition

Expulsion is the involuntary removal of a student from all schools and programs of KIPP SoCal for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature and mandatory grounds for expulsion, expulsion is used only when the School Leader determines that all other behavior supports, plans, and interventions have failed to bring about proper conduct, and/or the student's presence causes a continuing danger to other students. All expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. The policies and procedures for expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and required by law.

Authority

The KIPP SoCal's Chief Executive Officer, Chief Academic Officer, School Leader and/or Designee have the authority to make expulsion recommendations. Final action is only taken by vote after the hearing of the designated school discipline committee of the KIPP SoCal's Board of Directors.

Notice of Hearing

In the event that the Chief Executive Officer, the Chief Academic Officer, or the School Leader recommend a student for expulsion from the Charter School, written notice to the student and parents/guardians in the native language of the student or the student's parent/guardian shall be

promptly provided at least ten (10) calendar days before the date of the expulsion hearing. The notification shall include:

- A statement of facts, charges, and offense(s) upon which the proposed expulsion is based
- The date, time, and location of the expulsion hearing
- A copy of the Charter School's disciplinary rules which relate to the alleged violation
- Guidance around the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- Notice of the student's right to obtain and inspect all copies of documents to be used at the hearing, and confront and question all witnesses who testify at the hearing, and question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses
- Notice of the obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment, if expelled
- Information regarding reasonable accommodations and language support

Hearing

The expulsion hearing must occur within thirty (30) school days of the offense, unless the student and parent/guardian requests a postponement. Likewise, the hearing shall not be held fewer than ten (10) days following the written notification of due process rights unless the student and parent/guardian waive their rights to ten (10) days' notice. EC 48918.

Once the School Leader has determined that a student has committed an expellable offense, an expulsion hearing is held, in closed session (complying with all student confidentiality rules under FERPA). The hearing is adjudicated by a separate hearing officer (i.e., this is a neutral officer who will facilitate, but will not be a member of the "Administrative Panel") before a neutral and impartial Administrative Panel of KIPP SoCal or a neutral and impartial hearing officer that will make the recommendation regarding expulsion.

In connection with such a hearing and to effectuate an unbiased process, no School Leader or other Charter School personnel who were involved in the underlying disciplinary action shall participate in any vote by the Administrative Panel. KIPP SoCal Public School's Administrative Panel shall consist of three members. The members will include either, Charter School administrators, Charter School support team members (i.e., non-certificated team members), and/or Charter School operations personnel within the KIPP SoCal region. Each entity shall be presided over by a designated separate hearing officer who will facilitate but will not be on the Administrative Panel. The Hearing Officer (if Administrative Panel is not used) or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Student Discipline Committee of the KIPP SoCal Board shall decide whether to approve the recommendation. The expulsion finding can be appealed to the KIPP SoCal Board. Upon request, the Charter School shall provide reasonable accommodations and language support for the hearing.

The student's advocate can be any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing. The student and the advocate may present evidence and arguments, question witnesses, call witnesses, and present materials to the board for consideration. An audio record of the hearing will be made and, if necessary, a translator will be present at the hearing. The student's parent/guardian will be given access to this record.

Record of Hearing

Pursuant to EC 48918, a record of the hearing shall be made either by electronic audio and/or video recording and/or stenography. A reasonably accurate and complete record of the hearing will be maintained. All documents and/or evidence presented at the hearing shall be maintained at the Charter School and school support office (which, to be clear, is not a separate entity from the Charter School office). Upon request, records may be released to the student, the student's advocate with parental authorization, or parent/guardian within a reasonable time frame. Said records shall also be provided to the KIPP SoCal Public Schools Board in the event of an appeal proceeding.

Procedures for Expulsion Hearing Involving Sexual Assault and Battery Offenses

In certain expulsion cases, the Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. In such cases, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student. The following outlines procedures to be followed for all cases involving sexual assault and/or battery:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session, when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from

witnesses of whom the Hearing Officer or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision and Post-Hearing Procedures

Within ten (10) school days after the hearing, the Hearing Officer or Administrative Panel shall submit their findings to the KIPP SoCal Public Schools Board's Student Discipline Committee. The committee shall consist of members of the KIPP SoCal Public Schools Board. The Student Discipline Committee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no School Leader or other Charter School personnel who were involved in the underlying disciplinary action shall participate in any vote by the Student Discipline Committee thereof. Any decision made by the Student Discipline Committee to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the Hearing Officer or Administrative Panel. Any decision made by the Student Discipline Committee to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing.

The Student Discipline Committee of the KIPP SoCal Public Schools Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year and may, as a condition of the suspension of enforcement, assign the student to another school or class for the rehabilitation of the pupil. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent/guardian in the child's education in ways that are specified in the rehabilitation program. A parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the KIPP SoCal Public Schools Board's determination as to whether the student has satisfactorily completed the rehabilitation program. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Notification to Parent(s)/Guardians(s)

Upon the KIPP SoCal Public Schools Board's Student Discipline Committee's issuance of a decision, the Chief Executive Officer or Designee, will make contact with the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker via telephone, email, and/or postal mail advising them of the committee's decision and rehabilitation plan. The Chief Executive Officer or Designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian or in the case of foster students, the educational rights holder, attorney and social worker, in the native language of the student or the student's parent/guardian. The written notice shall include the following: (a) notice of the specific offense committed by the student; (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) the details of a rehabilitation plan. The notice shall advise the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker of their right to appeal and access to records of the proceedings.

Notification to the District

The School Leader, Hearing Officer, or Designee shall send a copy of the written notice of the decision to expel to the chartering authority and the school district of residence. This notice shall include the following: (a) the student's name; (b) the specific expellable offense committed by the student.

Right to Appeal

Parents/guardians have the right to appeal expulsions to the full board of KIPP SoCal Public Schools. Members of the Student Discipline Committee will not participate with the full board for the appeal. A parent must submit a written appeal within ten (10) school days of being informed of the expulsion decision by the Board's committee on school discipline. The appeal must include a statement briefly describing the reason why the Student Discipline Committee's decision should be reversed. The appeal must be hand delivered, sent by email, or postal mail to the Administrative Panel, Hearing Officer or Designee.

KIPP SoCal Public Schools Board's review is limited to the record of proceedings held before the Administrative Panel and recommendations presented to the Student Discipline Committee. Unless evidence was improperly excluded or, in the exercise of reasonable diligence, could not be produced at the time of the expulsion hearing, no evidence other than that contained in the record of proceeding may be heard. The full Board of KIPP SoCal Public Schools, excluding the members of the Student Discipline Committee, shall review the expulsion record and make a determination as to whether the expulsion should be sustained. The timeline for review is within ten (10) school days of the receipt of the request for appeal.

KIPP SoCal Public Schools Chief Executive Officer or Designee will notify the parent(s)/guardian(s) of the date, time, and location of the appeal hearing in writing. The notice shall include language advising the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social

worker, that failure to appear at the hearing may be deemed an abandonment of the appeal by the Board. Unless otherwise excused by the KIPP SoCal Public Schools Board, failure of the appellant or parent/guardian or in the case of foster students, the educational rights holder, attorney and social worker, to appear at the scheduled hearings or to pursue the appeal with diligence within the time frames established above, may be deemed an abandonment of the appeal and the KIPP SoCal Public Schools Board may dismiss the appeal.

KIPP SoCal Public Schools Chief Executive Officer or Designee will notify the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker, of the Board's decision within three (3) days of decision by telephone, email, and/or postal mail. The decision of the full Board is final.

Students with Disabilities

Special procedures for the consideration of suspension and expulsion of Students with Disabilities include:

Notification of the Special Education Local Plan Area (SELPA)

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general-education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim

alternative educational setting pending the decision of the Hearing Officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Chief Executive Officer or Designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function, or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services
- b. The parent/guardian has requested an evaluation of the child
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Post-Expulsion Support

As discussed above, the Student Discipline Committee of the KIPP SoCal Public Schools Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, require a student to complete a rehabilitation plan. The general criteria for the rehabilitation plan is based on the specific incident that caused the expulsion order and the circumstances of the individual student. The plan generally includes recommendations, if needed, for improved academic performance, regular timely attendance at school, special education assessments, counseling, community service, and other

rehabilitative programs. A parent/guardian's initial refusal to have the student complete the rehabilitation plan shall not be considered in the KIPP SoCal Public Schools Board's determination as to whether the student has satisfactorily completed the rehabilitation plan. EC 48917. If the expulsion is upheld, the Chief Executive Officer or Designee will facilitate and support the family by referring the parents/guardians and student to the school district located in the city they live in.

Readmission

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or the Charter School who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors. The student's request for readmission along with proof of completion of the rehabilitation plan and any other supporting documentation from the student and parent/guardian or representative and any information and documents from the School Leader will be reviewed by the Board of Directors. The Board of Directors will determine whether the student has successfully completed the rehabilitation plan and determine whether the student poses a threat to others or will be disruptive to the school environment. The Board shall make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All Charter School staff participate in Social Security and have the option to enroll in a 401(k) retirement plan. The Charter School will not participate in the State Teachers’ Retirement System or the Public Employees’ Retirement System. KIPP SoCal Public Schools’ Director of Human Resources Operations is responsible for ensuring that appropriate and timely arrangements for coverage under Social Security and a 401(k) plan are made.

Certificated, Classified, and Other Staff Members

In addition to Social Security, part-time and full-time certificated and classified positions can participate in a 401(k) plan. KIPP SoCal will provide a match to employees’ 401(k) contributions over the following schedule:

- Up to 2% of the employee’s salary in the first fiscal year of employment
- Up to 3% of the employee’s salary in the second fiscal year of employment
- Up to 4% of the employee’s salary in the third fiscal year of employment
- Up to 6% of the employee’s salary in the fourth fiscal year of employment and beyond

Element 12 - Public School Attendance Alternatives

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

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

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

The Charter School is a school of choice. As such, no student shall be required to attend the Charter School.

The Charter School informs parents and students of their public-school attendance alternatives by publicizing the District’s open enrollment period. The Charter School supports families interested in learning about their enrollment options by guiding them to nearby schools.

Parents and guardians of each student enrolled in the Charter School will be informed that enrollment in the Charter School provides no right to enrollment in any other school in the local educational agency, except to the extent that such a right is extended by the local educational agency.

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by KIPP SoCal Public Schools, unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of KIPP SoCal Public Schools and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by KIPP SoCal Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

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

Angella Martinez
KIPP Sol Academy
1933 S. Broadway St., Suite 1144
Los Angeles, CA 90007

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Angella Martinez
KIPP Sol Academy
1933 S. Broadway St., Suite 1144
Los Angeles, CA 90007

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate

funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons (the CEO, unless otherwise designated by the Board) responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., 401(k), and federal Social Security), and the California Department of Education of the closure and its effective date. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students, and the District with copies of all appropriate student records, and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"). The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon the Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Folder 5, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities

Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the

instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum,

insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

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