

KIPP K-8
Charter Petition



For the term July 1, 2019 – June 30, 2024

Submitted to the Los Angeles Unified School District

September 12, 2017

Assurances, Affirmations, and Declarations

KIPP K-8 (also referred to herein as “K-8” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- *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(d)(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(c)(1).)*
- *Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the

extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Table of Contents

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS	2
ELEMENT 1 – THE EDUCATIONAL PROGRAM	5
ELEMENT 2 & 3 – MEASURABLE PUPIL OUTCOMES AND METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED	90
ELEMENT 4 – GOVERNANCE	99
ELEMENT 5 – EMPLOYEE QUALIFICATIONS	113
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES	117
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE	123
ELEMENT 8 – ADMISSION REQUIREMENTS	126
ELEMENT 9 – ANNUAL FINANCIAL AUDITS	130
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES	132
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS	149
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	150
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES	151
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION	152
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES	156
ADDITIONAL PROVISIONS	164
Addendum	171

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(b)(5)(A)(i).)

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

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan 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).

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.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. 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.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

<u>General Information</u>	
● The contact person for the Charter School is:	Angella Martinez
● The contact address for the Charter School is:	3601 E First Street Los Angeles, CA 90062
● The contact phone number for the Charter School is:	(213) 489-4461
● The proposed address or Zip Code of the target community to be served by Charter School is:	3759 E. 57th Street, Maywood, CA 90270
● This location is in LAUSD Board District:	5
● This location is LAUSD Local District:	East
● The grade configuration of Charter School is:	TK - 8th grade
● The number of students in the first year will be:	125
● Charter School's scheduled first day of instruction in 2018-19 is:	August 13 th , 2019
● The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	1050
● The grade level of the students in the first year will be:	Kindergarten
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
● The bell schedule for Charter School will be:	7:30 AM - 3:00 PM Regular Instruction; 3:00-4:00 PM Supplemental Instruction. Monday: 7:30am - 1:00pm Early Dismissal
The term of this Charter shall be from:	July 1 2019 to June 30, 2024

KIPP K-8 ("K-8") is a part of KIPP LA Schools ("KIPP LA"). KIPP LA currently operates 14 public charter schools within the Los Angeles Unified School District ("LAUSD"). KIPP LA currently serves nearly 6,500 students in transitional kindergarten through eighth grade. Additionally, KIPP LA supports nearly 1,700 alumni starting in ninth grade

through senior year of college. Ninety percent of KIPP LA students are from low-income families, 97% are African-American or Latino, and in 2015-16, 10% qualified for special education services. Presently, 92% of KIPP LA alumni (exiting eighth graders) have graduated high school, 85% have matriculated into a college or university, and 71% continue to persist in college or have already graduated. KIPP LA is an independent California nonprofit public benefit corporation that was formed in 2007 to both support and grow KIPP schools in Los Angeles. KIPP LA has also obtained 501(c)(3) tax-exempt status. KIPP LA Schools has a local governing board that oversees and governs all aspects of KIPP LA’s operations.

Community Need for a Charter School

K-8 will be a tuition-free, public charter school that we anticipate will be located in or around the South East Los Angeles area. We have utilized the address of KIPP LA’s existing schools for our analysis of community need for this charter school. Thus we have included zip codes 90270 and 90201 in our assessment of community factors described. KIPP LA selected this proposed community based on our analysis of need. KIPP LA determines need by the following factors:

- Presence and density of similar college preparatory schools
- Academic performance of nearby schools
- Population density
- Income levels

As shown in Figure 1, the proposed location for K-8 is densely populated and is predominately low income. According to 2015 American Community Survey data, on average, these zip codes have 18,145 residents per square mile, far exceeding the population density for Los Angeles (8,317), the state of California (251), and the US (91). In analyzing the two adjacent zip codes, the 2015 American Community Survey data show that nearly 40% of children and approximately 24% of adults live below the poverty line. Further, nearly 25% of young adults and 56% of older adults have not earned a high school diploma or equivalent credential. Only 3% of young adults and 6% of older adults have a bachelor’s degree or higher.

Figure 1: Area Census Data

Metric	Los Angeles (City)	Zip Code: 90270	Zip Code: 90201
Population	3,900,794	27,700	102,946
# of Square Miles	469	1.3	5.9
Population/Square Mile	8,317	21,949	17,340

Metric	Los Angeles (City)	Zip Code: 90270	Zip Code: 90201
Households	1,342,761	6,378	24,107
Average Household Size	2.9	4.3	4.3
Median Household Income	\$54,939	\$35,532	\$37,254
Unemployment Rate	10%	9%	12%
Poverty Rate			
All	22%	30%	29%
Under 18	32%	43%	39%
18+	19%	24%	24%
Families w/ Kids < 18	27%	37%	33%
Educational Attainment (18 to 24 years old)			
Less than High School Grad	16%	25%	25%
High School Graduate	25%	33%	33%
Some College or Associate's	47%	39%	40%
Bachelor's or Higher	12%	3%	3%
Educational Attainment (25 years old+)			
Less than High School Grad	25%	59%	55%
High School Graduate	20%	22%	22%
Some College or Associate's	24%	15%	17%
Bachelor's or Higher	32%	5%	6%

Source: American Community Survey 2015

The student population surrounding K-8’s proposed location is similar to that served by KIPP LA’s existing schools. Most students are low income and from minority backgrounds. Further, a significant percentage of the students are English Learners (“EL”). KIPP LA’s existing schools have a strong track record of success in serving similar student populations. K-8 and its school leaders, who are long-time KIPP LA team members, will implement similar programs and practices to ensure that the unique needs of its students are met.

The table below provides surrounding schools’ school-wide demographic and performance data. At the end of the chart you will also see data for surrounding charter schools and K-8.

Figure 2: K-8 Comparison Schools

LAUSD Schools - Demographics

Name	Grades	Enrollment (K-8)	% FRL	% SPED	% ELL	% Hispanic	% African American
Fishburn Ave ES	K-5	542	85%	14%	42%	95%	0%
Heliotrope Ave ES	K-5	680	86%	10%	41%	99%	0%
Loma Vista ES	K-5	778	49%	12%	92%	97%	0%
Maywood ES	K-5	498	88%	12%	34%	96%	1%
Nimitz Middle	6-8	1,763	92%	11%	17%	99%	0%
Martha Escutia PC	K	299	75%	6%	42%	97%	0%
Corona Ave ES	1-5	850	92%	12%	39%	95%	0%
Escalante ES	K-6	601	88%	10%	48%	94%	0%
Hughes ES	K-6	822	91%	10%	32%	96%	1%
Nueva Vista ES	K-6	1,003	87%	7%	30%	91%	1%
Park Ave ES	K-6	541	91%	9%	42%	98%	1%
Woodlawn Ave ES	K-5	755	86%	10%	38%	95%	0%
Orchard Acad 2B	6-8	500	92%	16%	21%	97%	0%

Name	Grades	Enrollment (K-8)	% FRL	% SPED	% ELL	% Hispanic	% African American
Orchard Acad 2C	6-8	468	93%	14%	22%	98%	0%
Elizabeth LC	K-12	1,003	90%	11%	28%	97%	0%
Ellen Ochoa LC	K-12	1,339	90%	10%	34%	98%	0%

Charter Schools - Demographics

Name	Grades	Enrollment (K-8)	% FRL	% SPED	% ELL	% Hispanic	% African American
Clemente Charter School	K-5	311	97%	8%	55%	98%	0%
Magnolia Science Academy Bell	6-8	499	92%	11%	15%	93%	0%

LAUSD Schools - Performance (% Met or Exceeded)

Name	Grades	<u>ELA SBAC</u> (2015-2016)	<u>Math SBAC</u> (2015-2016)	<u>ELA SBAC</u> (2014-2015)	<u>MathSBAC</u> (2014-2015)
Fishburn Ave ES	K-5	23%	16%	23%	15%
Heliotrope Ave ES	K-5	26%	21%	19%	16%
Loma Vista ES	K-5	32%	24%	29%	21%
Maywood ES	K-5	53%	41%	43%	34%
Nimitz Middle	6-8	31%	18%	25%	17%
Martha Escutia PC	K	-	-	-	-
Corona Ave ES	1-5	32%	25%	20%	20%
Escalante ES	K-6	29%	20%	27%	22%

Name	Grades	<u>ELA SBAC</u> (2015-2016)	<u>Math SBAC</u> (2015-2016)	<u>ELA SBAC</u> (2014-2015)	<u>MathSBAC</u> (2014-2015)
Hughes ES	K-6	32%	25%	25%	17%
Nueva Vista ES	K-6	38%	30%	26%	22%
Park Ave ES	K-6	26%	26%	25%	25%
Woodlawn Ave ES	K-5	23%	20%	28%	17%
Orchard Acad 2B	6-8	26%	19%	28%	16%
Orchard Acad 2C	6-8	26%	25%	23%	22%
Elizabeth LC	K-12	26%	14%	24%	13%
Ellen Ochoa LC	K-12	29%	15%	23%	15%

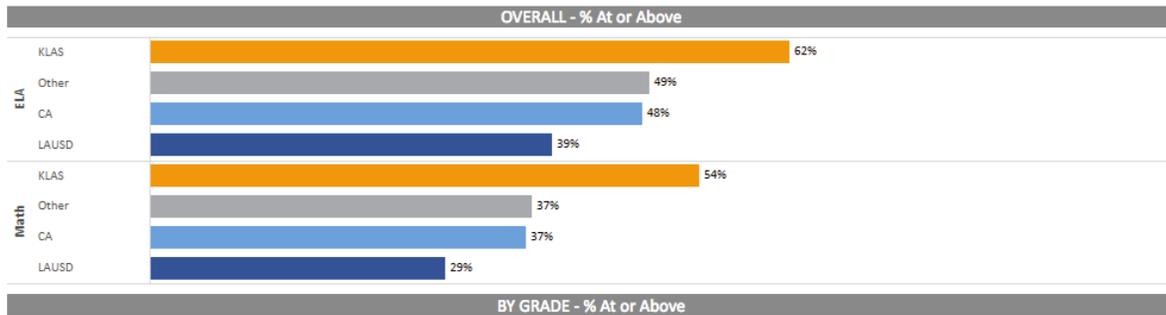
Charter Schools - Performance (% Met or Exceeded)

Name	Grades	<u>ELA SBAC</u> (2015-2016)	<u>Math SBAC</u> (2015-2016)	<u>ELA SBAC</u> (2014-2015)	<u>MathSBAC</u> (2014-2015)
Clemente Charter School	K-5	12%	15%	8%	0%
Magnolia Science Academy Bell	6-8	40%	22%	37%	21%

Comparative Results

As shown in figure 3 below, KIPP LA Schools outperformed the state and District schools in both English-language arts and math. In 2016-17 KIPP LA Schools collectively had 62% percent of students in ELA, and 53% of students in Math meet or exceed standards. This exceeds both the state and district schools by as much as 23 percentage points. K-8 plans to continue and improve upon the strong foundation that KIPP LA Schools has started by continuing the growth in CAASPP scores in both ELA and math for all students.

Figure 3: KIPP LA State and District CAASPP Comparison 2016-17¹



Equity, Trauma Informed Schools & Calm Classroom

One of the impediments to accessing opportunity for our students is the impact of traumatic events on their ability to learn and develop. At KIPP LA, we believe in providing both a rigorous education and social-emotional supports to empower our students to thrive in school, college, and the competitive world beyond.

National data indicates that one in four children experience a traumatic event in their lifetime that can affect learning and development²; in a 2013-2014 screening of 572 Los Angeles students, 88% reported experiencing three or more traumatic events³. Research supports that even *one* traumatic event influences the brain enough to alter development, such as increasing symptoms of depression, irritability, aggressive behaviors, and anxiety while decreasing attention/focus, short- and long-term memory, communication and language skills⁴.

In our effort to reduce the inequities between subgroup performance and increase achievement for all students, we are implementing Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that our students bring with them their past experiences and aids in the healing process for those that have experienced trauma. One component of this approach is to provide a Social-Emotional Learning intervention course called Calm Classroom.

Calm Classroom is a mindfulness-based school-wide social and emotional learning program which is composed of three-minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students by the entire school staff throughout the school day. Calm Classrooms is a sustainable program based on: simplicity of implementation, quality training, long-term support, and ongoing evidence of positive outcomes. Calm

¹

² The National Child Traumatic Stress Network, "Facts & Figures". Retrieved from <http://www.nctsn.org/resources/topics/facts-and-figures> on 6/26/17

³ The Need for School Mental Health Services in LAUSD. Retrieved from <http://achieve.lausd.net/Page/2170> on 6/26/17

⁴ How Does Trauma Affect Children? Retrieved from <http://traumaawareschools.org/impact> on 6/26/17

Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. KIPP LA schools is in its beginning phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students.

Student Population to Be Served

K-8 seeks to serve up to 1050 students in grades K through 8 in the South East Los Angeles Area. Sample projected student enrollment is shown in Figure 4 below, based on community need and facilities, there may be some variance within the grade levels. Initially, K-8 will serve Kindergarten and will add grade levels each year until it reaches full capacity in year five.

Figure 4: K-8 Projected Enrollment

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Kindergarten	120	120	120	120	115
1st Grade		120	120	120	115
2nd Grade			114	114	112
3rd Grade				108	108
4th Grade					103
5th Grade		125	125	125	125
6th Grade			125	125	125
7th Grade				120	120
8th Grade					115
Total	120	365	604	832	1050

As a public school, KIPP K-8 will be tuition-free and will admit any elementary to middle school-age student regardless of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristics of any protected class. KIPP K-8 works in tandem with parents,

community members, and the Los Angeles Unified School District to realize the mission of the Charter School. Although the elementary and middle school will be open to any student, KIPP K-8 will target academically underserved students in Los Angeles.

KIPP K-8 will not wait for motivated elementary and middle school-age students and families to come to the Charter School; rather, the staff will participate in active outreach and recruitment efforts, going door-to-door to homes, community centers, salons and grocery stores, in order to seek out parents and families who might not otherwise become aware of this opportunity for their children.

Goals and Philosophy

Charter School Mission and Vision

K-8's mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life. Central to the Charter School's mission is the belief that all students can succeed in rigorous college preparatory environments when provided with high expectations, a disciplined commitment to the intentional design and execution of literacy-rich learning experiences whereby all students are exposed to best practices in literacy instruction, extended time for learning, and access to a wide range of enriching learning experiences via ongoing experiential learning opportunities and community partnerships. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. Therefore, a college preparatory ethos drives all aspects of the Charter School, from the educational program to the allocation of resources and daily scheduling.

By utilizing the rigorous grade level expectations articulated in California's Content and Common Core State Standards ("CCSS"), as well as the Next Generation Science Standards ("NGSS"), academic learning at K-8 will be driven by the teachers' design and implementation of year-long pacing guides that ensure students have mastered core standards in preparation for the summative CAASPP assessment. Data and reflection drives instruction at every step. Intervention and accelerated groups are used to ensure all students are challenged and supported in individual learning levels.

Our mission supports the notion that schooling should develop the character and self-identity of students. K-8 will cultivate character strategically throughout the school year, focusing on the traits of Zest, Grit, Optimism, Self-Control, Gratitude, Social Intelligence, and Curiosity, which are based on the research of Martin Seligman and Chris Peterson. These character traits are discussed more in depth in the "School Character Traits" section below. Teachers will incorporate the character traits in their lesson plans across content areas, intentionally select texts and design experiential educational experiences that are aligned to each of these traits so that students receive a holistic education that builds academic and character skills.

The character building program at K-8 will include a solid foundation of excellent teaching and learning that is offered sooner, longer, and more intensively than at other schools. Academic learning follows a standards based

continuum from the lower to the upper grades. In the lower grades students will learn a base of fundamental knowledge and skills that allows for more sophisticated high-level thinking in the upper grade. Students must demonstrate mastery of standards in each grade to earn promotion to the next grade, focusing on the incremental growth that it takes to make the desired gains towards mastery of the skills and concepts that will prepare them for the next grade level. The Charter School's rigorous, accelerated academic curriculum and intense focus on character development will ensure that all students are well-equipped to meet the cognitive demands of competitive high schools as well as develop the social capital necessary to navigate the world.

Charter School Values

In order for the students to realize the mission of K-8, character building will be integrated seamlessly into the curriculum. Character building will be built around seven of the twenty-four character strengths identified by Seligman & Peterson in their research. These seven character traits are: Zest, Grit, Optimism, Self-Control, Gratitude, Social Intelligence, and Curiosity. According to the work conducted by Dr. Angela Duckworth, these seven character strengths are directly correlated to and highly predictive of individuals who are "leading engaged, happy, and successful lives." The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the seven character traits as key vocabulary. These reflective and honest conversations between members of the K-8 community will lead to students matriculating from K-8 as self-aware individuals who understand that our "character" is something that we work on, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. At K-8, character instruction permeates every subject and part of the daily schedule; teachers will weave the character traits into their direct instruction in every lesson.

- ***Social Intelligence:*** Awareness of other people's motives and feelings as well as using this understanding to navigate social situations appropriately.
- ***Grit:*** Having tremendous tenacity and never letting up, even in the face of challenges.
- ***Zest:*** Bringing a vibrant energy to new endeavors.
- ***Curiosity:*** It is not about knowing all the answers; it is about knowing how to find the answers.
- ***Self-Control:*** Understanding that we cannot have everything we want all the time. Also, when one demonstrates self-control they understand that they share this world with others, and give others an opportunity to share.
- ***Gratitude:*** Appreciating others for all that they bring to the world.
- ***Optimism:*** When things are hard (whether academically or emotionally), to be hopeful that things will improve. This optimism will also tie greatly into grit, because often when we show grit in the present moment the future is filled with hope.

Charter School Instructional Vision

At KIPP K-8, our instructional vision is focused on preparing our students to graduate from college and maintain strong ties to their community. K-8 combines the pursuit of excellence and the pursuit of equity that will ultimately lead to students who are strong in intellect and personal responsibility. We will continue to build a program that is developmentally appropriate and builds a strong foundation in literacy and math, while providing our students with opportunities to build relationships, foster a love of learning, and develop a strong sense of self-identity.

At the core of this vision is providing our students with academic skills necessary to be successful in life. Academic learning at K-8 is guided by the Common Core State Standards, NGSS, and other applicable state content standards and implemented through engaging small group instruction. In lower grade levels, students learn a base of fundamental knowledge and skills to allow for more sophisticated high-level critical thinking in upper grade levels. Teachers design year-long pacing guides focused on teaching grade-level power standards to mastery and internalization. Data drives instruction at every step. Intervention and accelerated groups are used to ensure all students are challenged and supported in individual learning levels.

At the same time, our vision supports the notion that schooling should develop the character and self-identity of students. K-8's curriculum cultivates character traits and teaches the Charter School values strategically along a K – 8 developmental curriculum. Activities and experiences are planned to systematically teach our three Charter School values- courage, love and honor – as well as the KIPP LA character traits. Teachers and students draw upon our school values independently and exemplify them in times of success and challenge.

We'll know we are executing our mission when K-8 meets or surpasses our goals for the CAASPP and Northwest Evaluation Association Measures of Academic Progress ("MAP") assessments. We'll also know we are successful when our students exemplify our values and character strengths inside and outside the classroom, but most importantly, when no one is looking.

KIPP LA's Five Pillars

K-8 will achieve its mission and vision through its implementation of KIPP LA's Five Pillars, its partnership with the KIPP Foundation and KIPP LA, and through KIPP LA's educational philosophy. KIPP LA's Five Pillars, the core operating principles that all KIPP LA schools share, will drive K-8 and are as follows:

High Expectations: Clearly defined and measurable high expectations for academic achievement and conduct that creates and reinforces a culture of achievement and support. We know that every student is different and we personalize learning based on a student's needs, skills, and interests.

Strength of Character: Success in life depends on more than academic learning. We help students foster character strengths that are essential for their own success. And we empower them to express their voice with power and to improve the world around them.

Highly Skilled Teachers & Leaders: Great schools require great teachers and school leaders. We empower our school teams and invest in leadership and training rather than in bureaucracy.

Safe & Structured Environments: Physical and emotional safety is needed for students to take risks and learn from their successes and their mistakes. Our charter schools provide a safe, structured, and nurturing environment with minimal distractions so our students love school and maximize their learning.

KIPP Through College: Our counselors and advisors support students as they prepare for and select the right college for their needs and interests. After high school, we help K-8 alumni navigate the social, academic, and financial challenges they might encounter while in college. KTC staff work at the regional office and are employed by KIPP LA Schools.

College and Career Readiness: An Educated Person in the 21st Century

Every KIPP LA charter school's goal is to ensure that its students are on the path to and through college. By focusing on college starting in kindergarten and preparing our students to be successful in middle school, high school and beyond, we 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.

Implementing the highest-quality instructional program is paramount to KIPP's track record of success. K-8 high-quality instruction is standards-based, with an emphasis on character and academic skills, and is explicitly tied to the Charter School's mission of preparing students in Los Angeles for success in college and in life.

Although there are several important factors that contribute to student achievement, 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.^[1] While the quality of instruction cannot be emphasized enough, it is also important that schools focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them. Tony Wagner, a researcher from Harvard University created an evidence based approach. Through interviews with senior executives and college

admissions counselors, he determined what the seven survival skills are for workforce readiness. Therefore, to truly prepare our students to become 21st century educated persons, we must focus on these seven skills. They are:

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 Imagination^[2]

These seven survival skills for becoming 21st century educated persons are composed of both academic skills and character skills, which is why KIPP schools have always been founded with a dual purpose of cultivating both sets of skills. In the words of David Levin, founder of KIPP Academy New York: “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, K-8 will develop self-motivated, competent, lifelong 21st century educated persons.

KIPP Through College

At KIPP LA, our mission is to ensure student success through college graduation. While our current schools serve only the elementary and middle school grades, KIPP Through College (“KTC”) will continue to support students who complete the eighth grade at K-8 on their journey to remain on the path to college.

The mission of KIPP Through College is to empower KIPP LA alumni to continue to use their KIPP-learned intellectual habits, knowledge, and character traits in their current school and in life to attend and complete college as well as improve their communities. The fundamental goal of the KIPP Through College program is to ensure that more than 80 percent of KIPP LA alumni go on to college and become successful in life. Our KIPP Through College program offers a range of services to KIPP LA’s alumni. Our services are provided in three major areas:

In middle school:

The KIPP Through College program begins by assisting KIPP LA students and their families with the high school placement process. Beginning in fifth grade, KIPP LA families know the crucial role middle school plays in their child’s trajectory to and through college. For families who did not attend a KIPP elementary school, they are introduced to KTC during the Parent Academy in the summer before 5th grade. High School Placement advisors

work closely with students and families to assist them during the high school application and admission process, with the aim of identifying the college preparatory high school that best fits each student's individual strengths and interests.

In high school:

The focus on college is even more intentional when KIPP LA alumni begin high school. While in high school, KIPP Through College provides support to alumni in the following areas: academic advising, standardized testing preparation, college tours, college admissions and application assistance, scholarship support, and financial literacy.

In college:

KTC not only supports students on their journey to college, but also supports them while they work towards college graduation. KTC advisors visit students on their college campuses, as well as keep in touch via email and phone. Counselors discuss academic progress, financial aid, social pressures, and internship and career options. During holidays and breaks, KIPP LA hosts events for students while they are back in their hometowns.

How Learning Best Occurs

Implementing a high-quality instructional program is paramount to KIPP LA's track record of success. High quality instruction is a result of proper planning and varied instructional techniques and methods that are relevant to students. There are four components to K-8's approach to high quality instruction:

1. **Quality Instruction is Standards-Based.** K-8 has correlated its curriculum objectives to the 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 is 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 school and high school honors and advanced placement programs.
2. **Quality Instruction is Data-Driven.** All instructional decisions at K-8 are anchored in student data. Teachers begin by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers identify and internalize formal and informal ways to collect data about student understanding; teachers use this data to adjust scaffolds, pacing and student grouping.

Teachers analyze student data during grade-level meetings and professional development to inform practice. The School Leader uses student data to drive observations, feedback and teacher development.

3. Quality Instruction is Differentiated. Students process material in a variety of ways. Thus, teachers at K-8 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 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.

4. Quality Instruction is Culturally Relevant and Responsive to Students. K-8 combines California’s rigorous standards with the pedagogies that have proven successful in established KIPP schools. While it is important that teachers ensure students are mastering standards, it is vital for teachers to create a learning environment as well as provide students with opportunities to learn skills and content in meaningful ways, K-8 defines culture as a necessary dimension towards academic achievement. Therefore, it is incumbent upon the K-8 staff to truly understand the cultural values, beliefs, customs, and ideas of the students that attend their school. By doing so, teachers can make informed decisions about how to help students connect what they are learning to what they already know. Culturally relevant pedagogy also seeks to build a positive self-concept within students by valuing a student’s background. At K-8, a culturally responsive curriculum will also allow students to better understand their place within their community and that realizing their goals and dreams will impact and support the community they live in.

Creating Self-Motivated, Competent, Lifelong Learners

K-8 students will leave eighth grade with the literacy, critical-thinking, and problem solving skills to realize their full potential. They will have grown from five year olds who are new to school, to thirteen year olds who not only engage in powerful Socratic Seminar discussions, but also tackle challenges with grit and zest and constantly find ways to make their world a better place. To nine year olds who believe in themselves and have built the foundation on which they will grow and continue to grow as learners and citizens. While at K-8 our students 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. On their first day of fifth grade, our students will arrive to middle school with nervous excitement and ready to show *ganas* (a willingness to face challenges head-on) to tackle new obstacles and expectations. These are students that will say fifth graders that say, “I can”, “I will,” “I need help” and “I made a mistake.”

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 excel and demonstrate excellence in thought and action, even when no one is looking. Their colleagues and friends will think of them as loyal and hardworking, as well as full of vigor and strength. Students will be able to explain their goals, why they have them, and the necessary steps to realize them. K-8 students offer help before asked. They seek ways to make situations better and search for ways to positively impact the world. When life brings difficulties, they will draw upon the lessons and exemplify the Charter School values taught at K-8. They will have a confident sense of pride for themselves and their community, yet approach life in a humble and self-aware way, conscious of their daily choices and impact.

For students to realize the mission of KIPP K-8, we must focus on character building and values. K-8's values are Courage, Love and Honor. Our goal is for all students to embody and demonstrate the K-8 values daily. In the classroom, teachers teach the values through "who we are" (embody) and "what we do" (demonstrate). Our values provide a shared language that students, teachers and families will infuse and connect to daily. As a school, K-8 will nurture and aid in forming student self-concepts so students can develop a sense of personal responsibility and become advocates for themselves and their communities. As the Charter School grows to be a full K through 8, the School Leader will adjust the school values to appropriately meet the ages of all students attending.

Teachers measure students' development and growth in each value through grade-level outcomes and rubrics. The Leadership Team will develop these outcomes. As the Charter School grows Upper School and Lower School values will be developed as well as rubrics for the teachers to measure against.

Every Monday, K-8 comes together for K-8, a weekly assembly that builds community and offers the opportunity to recognize students who have shown "who we are" and "what we do." (Students who are meeting values-based outcomes will receive certificates and have lunch with the School Leader as a reward.)

The KIPP K-8 school values are highlighted in the following ways:

- Banners hung throughout the Charter School as visual reminders;
- Songs and motions students learn in Kindergarten and continue to use in all grade levels;
- Skits showcasing students and adults evaluating their choices and making decisions to positively impact themselves, their peers and their community; and
- Lessons designed and delivered by teachers and members of the leadership team to increase student understanding and independent application of values and character traits.

In addition to our school values, K-8 incorporates character strengths into instruction based on the work of Martin Seligman and Christopher Peterson. Teachers introduce these character strengths (described above) during the beginning of each year and all grade levels have a Values or Character Strengths block component in their schedule. Just like our values, these character strengths will be embedded in our culture by incorporating this terminology in our conversations with students, and in academic and social activities.

At K-8, excellence and equity results when we, as students and staff, make the right choices to meet our goals and outcomes. Values guide choices even on the staff level. Whether the choice is to determine appropriate noise level, incorporate culture into lessons, or decide whether a student will be promoted to the next grade level, our choices will be made with courage through a mindset driven by *ganias*, our actions will be honorable, and we will take the time and space to reflect and constantly improve. Our staff works together during summer professional development each year to establish and evaluate operating norms anchored in our school values. By embodying the K-8 values, our staff will become role models for our students.

Mastering these values and character traits is a lifelong undertaking and we are confident that the character education our students experience at K-8 lays a strong foundation for that work. Our classrooms are constantly holding discussion about being responsible members of their communities, thoughtful contributors to society, and goal-oriented learners. Our students understand why they must go to college – not just for personal gain, but to bring benefits back to their communities and the greater Los Angeles area. This drive for excellence, which starts early with conversations about a student’s individual growth goal in reading or math in kindergarten, develops into a conversation about what specific college a student wants to attend and what he needs to do to get there, and eventually becomes rich discussions about his power as an individual and a member of a community to affect change.

Additionally, many aspects of our instructional model, described in more detail throughout our petition, encourage students to take responsibility for their learning. For example, rotational blended learning provides 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. Students set goals across other subjects as well; during Reader’s Workshop students set goals around the number of books they want to read each week. In second through fourth grade, students set goals around their performance on bi-weekly assessments and then reflect on their actual performance. By giving even our youngest students chances to learn independently, K-8 has jump-started their motivation to learn and achieve. Ultimately, our students will help to ignite the change in their communities. Through the strong identity they develop at K-8, they will drive their learning to and through college and beyond.

Outcomes and Assessments Aligned with State Priorities

KIPP K-8 will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d). K-8 further assures compliance with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education.

Figure 5: LCAP Goals

LCFF STATE PRIORITIES					
GOAL #1					
<p>All students will achieve.</p>					<p>Related State Priorities:</p> <p><input type="checkbox"/>1 <input checked="" type="checkbox"/>4 <input type="checkbox"/>7</p> <p><input type="checkbox"/>2 <input type="checkbox"/>5 <input checked="" type="checkbox"/>8</p> <p><input type="checkbox"/>3 <input type="checkbox"/>6</p>
Specific Annual Actions to Achieve Goal					
<ul style="list-style-type: none"> Teachers will use data such as interim assessments to tailor and guide instruction Blended learning model ensures daily intervention and acceleration is available Professional development (“PD”) and on-going coaching for teachers using KIPP Framework for Excellent Teaching and CCSS training Tutoring after school during study hall California English Language Development Test (“CELDT”) data and English Language Proficiency Assessment for California (“ELPAC”) will be accurate and shared with teachers. EL students will receive small group instructional support to support their language development Teachers will use previous MAP scores to create targeted instruction for each student Ensuring high-quality instruction and targeted support. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring 					
Expected Annual Measurable Outcomes					
<p>Outcome #1: Increase number of students who met or exceeded standards in English-language arts as defined by the state.</p> <p>Metric/Method for measuring: CAASPP score reports and/or additional reports produced by the California Department of Education.</p>					
APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency

English Learners	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
Socioecon. Disadv./Low Income Students	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
Foster Youth	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
Students with Disabilities	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
African American Students	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
Latino Students	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
English Learners	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
Socioecon. Disadv./Low Income Students	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
Foster Youth	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency

Students with Disabilities	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
African American Students	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
Latino Students	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	Baseline	State required proficiency	State required proficiency	State required proficiency	State required proficiency
APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Baseline	50% of students	50% of students	50% of students	50% of students
English Learners	Baseline	50% of students	50% of students	50% of students	50% of students
Socioecon. Disadv./Low Income Students	Baseline	50% of students	50% of students	50% of students	50% of students
Foster Youth	Baseline	50% of students	50% of students	50% of students	50% of students
Students with Disabilities	Baseline	50% of students	50% of students	50% of students	50% of students
African American Students	Baseline	50% of students	50% of students	50% of students	50% of students
Latino Students	Baseline	50% of students	50% of students	50% of students	50% of students

GOAL #2

Support student and parent engagement.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Specific Annual Actions to Achieve Goal

- Families will be given our calendar of events at the beginning of the school year.
- Parents will be notified of Parent meetings date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance
- Use a tiered behavior system to ensure school safety and promote positive school climate.
- Add personnel to support the increase of students.

Expected Annual Measurable Outcomes

Outcome #5: KIPP K8 will provide 1 back to school night, 2-week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities.

Metric/Method for measuring: Parent attendance at parent meetings, sign-in sheets, other engagement indicators

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	8 opportunities	8 opportunities	8 opportunities	8 opportunities
English Learners	Baseline	8 opportunities	8 opportunities	8 opportunities	8 opportunities
Socioecon. Disadv./Low Income Students	Baseline	8 opportunities	8 opportunities	8 opportunities	8 opportunities

Foster Youth	Baseline	8 opportunities	8 opportunities	8 opportunities	8 opportunities
Students with Disabilities	Baseline	8 opportunities	8 opportunities	8 opportunities	8 opportunities
African American Students	Baseline	8 opportunities	8 opportunities	8 opportunities	8 opportunities
Latino Students	Baseline	8 opportunities	8 opportunities	8 opportunities	8 opportunities

Outcome #6: Suspension rate will not exceed 2%.

Metric/Method for Measuring: Suspension rate.

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	<2%	<2%	<2%	<2%
English Learners	Baseline	<2%	<2%	<2%	<2%
Socioecon. Disadv./Low Income Students	Baseline	<2%	<2%	<2%	<2%
Foster Youth	Baseline	<2%	<2%	<2%	<2%
Students with Disabilities	Baseline	<2%	<2%	<2%	<2%
African American Students	Baseline	<2%	<2%	<2%	<2%
Latino Students	Baseline	<2%	<2%	<2%	<2%

Outcome #7: Expulsion rate will not exceed 1%.

Metric/Method for Measuring: Expulsion rate.

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	<1%	<1%	<1%	<1%
English Learners	Baseline	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	Baseline	<1%	<1%	<1%	<1%
Foster Youth	Baseline	<1%	<1%	<1%	<1%

Students with Disabilities	Baseline	<1%	<1%	<1%	<1%
African American Students	Baseline	<1%	<1%	<1%	<1%
Latino Students	Baseline	<1%	<1%	<1%	<1%

Outcome #8: Greater than 75% of students will feel safe at school.
Metric/Method for Measuring: “I feel safe at school” as a 4 or better as measured by a Region wide survey.

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	>75%	>75%	>75%	>75%
English Learners	Baseline	>75%	>75%	>75%	>75%
Socioecon. Disadv./Low Income Students	Baseline	>75%	>75%	>75%	>75%
Foster Youth	Baseline	>75%	>75%	>75%	>75%
Students with Disabilities	Baseline	>75%	>75%	>75%	>75%
African American Students	Baseline	>75%	>75%	>75%	>75%
Latino Students	Baseline	>75%	>75%	>75%	>75%

Outcome #9: Sustain an Average Daily Attendance (“ADA”) rate of 95% ADA.
Metric/Method for Measuring: Average Daily Attendance Rate

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	>95% ADA	>95% ADA	>95% ADA	>95% ADA
English Learners	Baseline	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Socioecon. Disadv./Low Income Students	Baseline	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Foster Youth	Baseline	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Students with Disabilities	Baseline	>95% ADA	>95% ADA	>95% ADA	>95% ADA
African American Students	Baseline	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Latino Students	Baseline	>95% ADA	>95% ADA	>95% ADA	>95% ADA

Outcome #10: Sustain a 10% or less chronically absentee rate.
Metric/Method for Measuring: Average Daily Attendance Rate

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	<10% chronic	<10% chronic absentee	<10% chronic	<10% chronic absentee

		absentee rate; <2% dropout rate	rate; <2% dropout rate	absentee rate; <2% dropout rate	rate; <2% dropout rate
English Learners	Baseline	<10% chronic absentee rate; <2% dropout rate			
Socioecon. Disadv./Low Income Students	Baseline	<10% chronic absentee rate; <2% dropout rate			
Foster Youth	Baseline	<10% chronic absentee rate; <2% dropout rate			
Students with Disabilities	Baseline	<10% chronic absentee rate; <2% dropout rate			
African American Students	Baseline	<10% chronic absentee rate; <2% dropout rate			
Latino Students	Baseline	<10% chronic absentee rate; <2% dropout rate			

GOAL #3

Create spaces and opportunities for student achievement.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Specific Annual Actions to Achieve Goal

- Annual teacher recruitment and comprehensive interview process.
- Hiring of credentialed teachers and ensuring proper placement.
- Supporting teachers with transfer of credentials from out of state.
- Purchase educational supplies and materials purchased that are aligned to the CCSS, NGSS, and other applicable state content standards.
- Ensure that all metrics of the School Accountability Report Card (“SARC”) pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.
- Maintain a space that is conducive to learning.
- All students, including English Learners will have lesson plans and assessments that are aligned to CCSS, NGSS, and other applicable state content standards.
- Teachers will participate in PD throughout the year as a region and at the school level in the implementation of standards. Topics will include strategies for EL’s.
- Track attendance records for all scheduled professional development pertaining implementation of state standards provided both internally and at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.
- Programmatic planning and scheduling: the Charter School will insure the schedule allows enough time for all students to engage in listed courses.
- Hiring of credentialed teachers to teach enrichments.
- The Charter School will create a budget that supports the hiring of needed teachers to offer courses to all students.

Expected Annual Measurable Outcomes

Outcome #11: Maintaining or increasing the rate of teachers who are compliantly credentialed.

Metric/Method for measuring: Percentage of teachers who are compliantly credentialed

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	100% compliant	100% compliant	100% compliant	100% compliant
English Learners	Baseline	100% compliant	100% compliant	100% compliant	100% compliant
Socioecon. Disadv./Low Income Students	Baseline	100% compliant	100% compliant	100% compliant	100% compliant
Foster Youth	Baseline	100% compliant	100% compliant	100% compliant	100% compliant
Students with Disabilities	Baseline	100% compliant	100% compliant	100% compliant	100% compliant
African American Students	Baseline	100% compliant	100% compliant	100% compliant	100% compliant
Latino Students	Baseline	100% compliant	100% compliant	100% compliant	100% compliant

Outcome #12: All students will have access to educational supplies and materials that are aligned to the CCSS, NGSS, and other applicable state content standards.

Metric/Method for Measuring: Number of books and software licenses.

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	100%	100%	100%	100%
English Learners	Baseline	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	Baseline	100%	100%	100%	100%
Foster Youth	Baseline	100%	100%	100%	100%
Students with Disabilities	Baseline	100%	100%	100%	100%
African American Students	Baseline	100%	100%	100%	100%
Latino Students	Baseline	100%	100%	100%	100%

Outcome #13: All teachers will attend training on CCSS and ELD strategies to support EL students.

Metric/Method for measuring: Rate of teachers who attend trainings on CCSS.

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
------------------------------	-----------	-----------	-----------	-----------	-----------

All Students (School-wide)	Baseline	100%	100%	100%	100%
English Learners	Baseline	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	Baseline	100%	100%	100%	100%
Foster Youth	Baseline	100%	100%	100%	100%
Students with Disabilities	Baseline	100%	100%	100%	100%
African American Students	Baseline	100%	100%	100%	100%
Latino Students	Baseline	100%	100%	100%	100%

Outcome #14: All students will have access to electives such as Art, Engineering and Coding, Science, and PE in addition to ELA and math during a school year.

Metric/Method for measuring: Number of students who had had access to identified courses.

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	100%	100%	100%	100%
English Learners	Baseline	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	Baseline	100%	100%	100%	100%
Foster Youth	Baseline	100%	100%	100%	100%
Students with Disabilities	Baseline	100%	100%	100%	100%
African American Students	Baseline	100%	100%	100%	100%
Latino Students	Baseline	100%	100%	100%	100%

Outcome #15: Ensure that our facility is at “good repair” or better as measured by SARC.

Metric/Method for measuring: SARC results

APPLICABLE STUDENT GROUPS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (School-wide)	Baseline	100%	100%	100%	100%
English Learners	Baseline	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	Baseline	100%	100%	100%	100%
Foster Youth	Baseline	100%	100%	100%	100%
Students with Disabilities	Baseline	100%	100%	100%	100%
African American Students	Baseline	100%	100%	100%	100%
Latino Students	Baseline	100%	100%	100%	100%

KIPP LA's Six Essential Questions

Beyond the state priorities, the KIPP national network has developed Six Essential Questions to provide a yardstick by which to measure our progress, keep us focused as we grow, and most important, help us keep the promises we make to our students and their families.

The six essential questions that we use to help us set goals are as follows:

1. Are we serving the children who need us?
2. Are our students staying with us?
3. Are our students progressing and achieving academically?
4. Are our alumni climbing the mountain to and through college?
5. Are we building a sustainable people model?
6. Are we building a sustainable financial model?

KIPP K-8, like all KIPP LA schools, sets specific and measurable goals aligned to each of our six essential questions. These goals are in alignment with our goals in the state priorities described above.

Instructional Design

K-8 offers 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 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 nurtures 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, K-8 students are preparing to be artists, scientists, authors, athletes, and agents of change who develop projects that will impact the local and global community.

K-8'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 will research the best curricular programs we can find and pick and chooses the best aspects of those programs to infuse into our academic program. We have focused extensively on integrating our blended learning model into our ELA and Math instruction time, which has greatly enhanced our ability to reach all learners in small and large group settings, as well as carry out any Individualized Learning Plans ("ILP").

Our teachers will engage in a long term planning process starting in the May prior to each school year. They will start by creating grade level visions and subject visions in teams; this allows 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, K-8 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, and social and emotional intelligence 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, especially with the kindergarten and first grade students, 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 their students up for success. K-8 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 the both our internal and state-specified goals.

Curriculum and Instruction

As California shifted to the Common Core State Standards and the complexity, depth, and coherence (both vertical and horizontal) increased, KIPP LA recognized that the work that teachers engage in with regards to planning instruction had to change as well. Having moved away from teachers creating long-term, unit, and daily plans from scratch and towards the implementation of rigorous, CCSS-aligned, coherent curriculum, KIPP LA teachers have embraced “Studying is the New Planning.” Teachers now focus their work on studying and annotating the robust teachers’ guides and lesson plans (which in math, for example, are so high quality that they serve as professional development in and of itself) and then engaging in unit and lesson internalization processes both individually and in collaborative teams. By shifting from creation to internalization, teachers are able to focus on making thoughtful, intentional adjustments to the curricular plans in order to better meet the needs of their individual

students while still implementing the curriculum with overall fidelity. The result of this is more student-centered, engaging lessons and the ability to ensure consistent rigor across classrooms and across the region.

Figure 6: K-8 Instructional Programs

Lower School:

<p>English-language arts</p>	<p>Core Knowledge Word Wise Vocabulary Program KIPP Wheatley Portfolio Scholastic Guided Reading Lucy Calkins’ Units of Study for Reading and for Writing Achieve3000 Accelerated Reader Fundamentals Guided reading toolkits (KIPP LA)</p>
<p>Math</p>	<p>enVisionMath® California 2008 Investigations, TERC ® 2006 Bridges Math Illustrative Mathematics (open up) ST Math</p>
<p>Science</p>	<p>Full Option Science System (FOSS) Science and Technology for Children ® (STC) Houghton Mifflin Science Amplify</p>
<p>Social Studies</p>	<p>Taught through Read Alouds and teacher-created units, DBQ</p>

Upper School:

English-language arts	Lucy Calkins’ Units of Study for Writing, Lucy Calkins’ Units of Study for Reading, Teacher’s College Readers/Writers Workshop Curricular Calendars, Fountas and Pinnell Leveled Literacy Intervention (LLI), Achieve3000, Accelerated Reader, Words Their Way, Compass Learning, Close Reading Toolkits (KIPP), Guided Reading Toolkits (KIPP), Springboard (College Board), KIPP Wheatley, Fundamentals
Math	Cognitively, Bridges Math, Illustrative Mathematics (open up) Guided Instruction (partnership with UCLA), Dreambox, ST Math, Compass Learning, Springboard (College Board)
Science	Delta Full Option Science System, Houghton Mifflin California Science, Macmillan/McGraw-Hill California Science, Scott Foresman California Science Model Inquiry (partnership with UCLA), Amplify
Social Studies	Taught through Read Alouds and teacher-created units, DBQ

K-8 considers grades TK/K – 4 to be lower school, and grades 5-8 to be upper school. One co-school leader will lead the lower school and the upper school will be led by another co-school leader.

K-8 has selected each of these instructional programs due to its comprehensive nature and correlation to the California Common Core Standards for ELA and Math, the Next Generation Science Standards, California Preschool Learning Foundations and California content standards for Social Studies and all other applicable subjects. Each program includes teaching approaches to differentiate instruction, to meet the needs of English Learners, and to challenge identified Gifted and Talented and higher achieving students. Each program has been created by reputable publishers with a record of successful implementation with the student population K-8 will serve.

In addition to the materials listed above, K-8 will incorporate standards-based online learning programs to supplement instruction in core subjects. Through rigorous and engaging online content such as (but not limited to) Dreambox Learning, ST Math, Accelerated Reader, or Achieve3000, students will be able to access individualized instruction at their level to practice what they’ve learned in class and strengthen their 21st century computer literacy skills through sustained daily usage of computer hardware and software. When selecting online learning content, the School Leader will consider academic rigor, student engagement, and program alignment to the Common Core State Standards. K-8 will further enhance these programs by aligning and supplementing activities based on assessment data and innovative strategies, such as an accelerated curriculum at the kindergarten level.

Teachers will utilize supplemental resources that may include those listed in Figure 7 below.

Figure 7: Supplemental Instruction Resources

Program/Supplemental Resource	Related Standard
Susana Dutro’s Focused Approach	<ul style="list-style-type: none"> -K – 8 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development -K – 8 English Language Arts: Reading Comprehension -K – 8 English Language Arts: Writing Applications -K – 8 English Language Arts: Written Conventions -K – 8 English Language Arts: Oral Language Conventions -English Language Development: Word Analysis -English Language Development: Fluency and Systematic Vocabulary Development -English Language Development: Reading Comprehension -English Language Development: Literary Response and Analysis -English Language Development: Writing Strategies -English Language Development: English-Language Conventions
Words Their Way	<ul style="list-style-type: none"> -K – 8 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development -English Language Development: Word Analysis -English Language Development: Fluency and Systematic Vocabulary Development

<p>Fountas and Pinnell’s Guided Reading Model</p>	<ul style="list-style-type: none"> -K – 8 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development -K – 8 English Language Arts: Reading Comprehension -K – 8 English Language Arts: Literary Response and Analysis -K – 8 English Language Arts: Oral Language Conventions -English Language Development: Word Analysis -English Language Development: Fluency and Systematic Vocabulary Development -English Language Development: Reading Comprehension -English Language Development: Literary Response and Analysis
<p>Standards Plus</p>	<ul style="list-style-type: none"> -All K – 4 English Language Arts content standards strands -All K – 4 Mathematics content standards strands
<p>Lucy Calkins Units of Study For Writing</p> <p>Lucy Calkins Reader’s Workshop Model/Units of Study for Reading</p>	<ul style="list-style-type: none"> -K – 8 English Language Arts: Writing Strategies -K – 8 English Language Arts: Writing Applications -K – 8 English Language Arts: Written Conventions -English Language Development: Writing Strategies -English Language Development: English-Language Conventions -5-8 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development -5-8 English Language Arts: Reading Comprehension -5-8 English Language Arts: Literary Response and Analysis -English Language Development: Word Analysis -English Language Development: Fluency and Systematic Vocabulary Development -English Language Development: Reading Comprehension -English Language Development: Literary Response and Analysis

Sharon Taberski's Reader's Workshop Model	<ul style="list-style-type: none"> -K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development -K – 4 English Language Arts: Reading Comprehension -K – 4 English Language Arts: Literary Response and Analysis -English Language Development: Word Analysis -English Language Development: Fluency and Systematic Vocabulary Development -English Language Development: Reading Comprehension -English Language Development: Literary Response and Analysis
<i>¡Viva el español!</i> (for stages 1 – 2 of the California Language Learning Curriculum)	-All Foreign Language framework strands
Engineering is Elementary	-All K – 8 Technology content standards
English-Language Arts Schools Framework	-All K – 8 English Language Arts standards strands
English Language Development Framework	-All K – 8 English Language Development standards strands
Mathematics Content Standards Framework	-All K – 8 Mathematics standards strands
Physical Education Framework	-All K – 8 Physical Education content standards strands
Visual and Performing Arts Framework	-All K – 8 Music and Visual Arts content standards strands
Science Framework	-All K – 8 Science content standards strands
History-Social Science Framework	-All K – 8 Social Studies content standards strands

SpringBoard (ELA and Math)	<ul style="list-style-type: none"> -All 6-8 English Language Arts content standards strands -All 6-8 Mathematics content standards strands
----------------------------	--

Furthermore, to better prepare our students with 21st century skills, an array of online programs have been selected to support instruction. Progress will be monitored in alignment with KIPP LA and K-8’s academic goals, through both data provided from the software and online assessments that are created both by the teacher as well as KIPP LA created common assessments. Progress will be communicated to families and students through report cards, progress reports and parent teacher conferences. Some examples are below:

- BrainPOP
- Edmodo
- RenLearning Accelerated Reader
- Illuminate
- Starfall
- Khan Academy

Innovation and Technology

K-8 implements an innovative and evolving rotational blended learning model in math and ELA in kindergarten through fourth grade which provides students with access to rigorous adaptive software programs, engaging independent work, and targeted small group instruction. Students divide into homogeneous groups by skill level and rotate among stations that are targeted to specific standards and informed by recent assessment data and teacher understanding of student needs. Unlike the highly structured rotations at some KIPP LA schools, rotations at K-8 are more ad hoc based on each student’s progress and work. For example, after a mini lesson in a small group, the teacher may assign each student a quick “do now” activity to demonstrate mastery. Each student conferences with the teacher to talk through their “do now.” Once a student has successfully completed the “do now,” the teacher will dismiss him or her to move on to the computer-based software or more independent work. By customizing rotations for each student’s needs, our teachers can ensure that each student is getting the real-time assistance he or she needs and increasing the impact of face-to-face instruction.

As part of the blended learning curriculum, K-8 also administers assessments online to prepare students for the CCSS assessments and ensure that they are comfortable with technology. Online assessments allow teachers to easily access data on student performance and analyze whether their instructional techniques are working for all students.

Additionally, K-8 has empowered its teachers to innovate even further in their classrooms with technology, employing new tools such as Edmodo to push out instructional videos and mini-quizzes to students to strengthen foundational skills. KIPP LA's innovation team, in collaboration with the school site technology lead, will provide professional development on the use of technology in the classroom. Professional development occurs both at the beginning of the year as well as throughout the school year. Teachers have also spent time identifying powerful iPad applications that address specific standards or work particularly well with students who are struggling. By using multiple media for instruction every day, K-8's teachers are addressing our students varied learning strengths and preferences.

In addition to providing students with an exceptional instructional experience, blended learning will also help our students develop strong technology skills for the future starting in Kindergarten. Excelling in technology is an essential skill in today's global society. By interacting daily with online tools, our students will become comfortable with computer-based technology and savvy at navigating software programs. All students beginning in first grade will have email accounts so teachers may email them links to standards-based activities, like the math games provided by Dreambox and STMath that are linked to grade-level standards. Students will also begin typing instruction in first grade so they will become adept at composing writing pieces and publishing them digitally.

As our students move to higher grades, they will work on developing PowerPoint presentations, Word documents, typing, and other skills that will complement the core content instruction. To meet these learning goals, teachers will develop technology lesson plans aligned to the International Society for Technology in Education technology standards for teachers and students. Technology lessons will be embedded into the core subject curriculum. Technology, will not be a standalone time block in the daily schedule, instead, teachers will develop technology lessons following the K-8 technology scope and sequence to support different subject areas. Providing K-8 students with technology skills and knowledge will better equip them for success in high school and college and set them up to be competitive members of our global society.

By fourth grade, our students will develop technological competency. Students will show mastery by giving oral presentations, using Keynote or PowerPoint, about a topic they researched or a personal experience. In addition, K-8 students will learn to type and publish final drafts of their written work using Google documents, become adept at using Internet search engines, and prepare presentations to share their best work with their peers.

Intervention

At KIPP K-8 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 is paramount as this data helps us create intervention groups using the Responsive to Intervention approach. Our Intervention Program, led by full time teachers, targets reading, technology, and differentiation. For our reading intervention, intervention teachers support students by providing more opportunities to read at their level and scaffold whole group lessons to meet the needs of these students. In regards to technology, the Intervention Team analyzes school-wide technology reports to identify

students who need guidance with using our adaptive software effectively during independent work time. As a school, we have committed 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. Lastly, in terms of differentiation, teachers differentiate lesson plans with small groups to meet the specific needs of these groups during phonics and guided reading. Teachers 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.

Enrichment

K-8 offers a number of enrichment courses throughout the school day and year. Those courses, including art, Spanish, and values, are discussed in the non-core subject section below.

Core Components of Educational Program

English-language arts and Writing

K-8 sees writing as an essential component of both balanced literacy and college and career readiness. Thus, teachers plan writing instruction with both the grade level content standards in mind and the Common Core anchor standards. Students will receive writing instruction that is intimately woven with reading in ELA, social studies, and science, as they learn to cite textual evidence, make claims, and expound upon ideas born from their critical analysis of reading. Teachers develop students' craft as they guide them through writing expository, persuasive, and narrative. Sometimes this occurs in a workshop model, while other times the instruction is delivered in a more guided, directive manner, based on student need. The end goal of KIPP K-8's writing instruction will be for students to develop a love of the written word, their ability to think critically and express their ideas, and hone their communication skills to benefit their future educational, career, and life endeavors.

Literacy is the focal point of all instruction at K-8, as we acknowledge its fundamental importance in every academic discipline and life. To promote literacy, our English-Language Arts program provides a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. The Common Core State Standards for English Language Arts will drive literacy instruction and teachers will use the Core Knowledge curriculum as an instructional resource. Moreover, all classrooms beginning in first grade will run a Reader's Workshop model that will consist of independent reading, reading conferences, guided reading, and mini-lessons. We will use Core Knowledge a primary source for reading instruction and we will enhance our literacy program with a variety of novels, children's books, and poetry. The majority of instruction will be differentiated and occur in

both homogeneous and heterogeneous groupings by reading level and skill level. For example, students may be grouped during guided reading to review the comprehension skill drawing conclusions and experience the lesson with classmates of differing reading levels.

To address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, K-8 will use the following approaches to English-Language Arts instruction. The components of the program are:

- *Word Study*: Students are provided with intensive instruction in phonics, vocabulary, and spelling.
- *Read Aloud*: The teacher reads a text aloud and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this exercise. The teacher also uses this time to model the application of reading skills.
- *Shared Reading*: The teachers and students work from a common text to study particular reading skills and strategies. Literature choices take into consideration themes across content areas, literature genres, and texts read and discussed at exemplary middle schools. Students also gain considerable exposure to expository texts.
- *Guided Reading*: To meet the individual needs of all students, students spend time in fluid reading groups working on particular reading skills with the teacher. This provides students with enrichment and remedial instruction to ensure each student is a successful reader. This will occur during workshop time while the other students are engaged in workshop stations based on targeted standards.
- *Independent Reading*: There is a time set aside each day for independent reading (also known as Silent Sustained Reading), often during Reading Workshop. During independent reading, students will be reading from an individual selection of books at their independent reading level.
- *Close Reading*: Teachers and students will work from a common text to develop a deep and precise understanding of the text through thoughtful, critical analysis that can focus on details or patterns.

KIPP LA sees writing as an essential component of both balanced literacy and college and career readiness. Thus, KIPP LA teachers plan writing instruction with both the grade level content standards in mind and the Common Core anchor standards. Students receive writing instruction that is intimately woven with reading in ELA, social studies, and science, as they learn to cite textual evidence, make claims, and expound upon ideas born from their critical analysis of reading. Teachers develop students' craft as they guide them through writing expository, persuasive, and narrative. Sometimes this occurs in a workshop model, while other times the instruction is delivered in a more guided, directive manner, based on student need. The end goal of KIPP LA's writing instruction is for students to develop a love of the written word, their ability to think critically and express their ideas, and hone their communication skills to benefit their future educational, career, and life endeavors.

English Language Development

Based on a substantial research base proving the benefits of a structured English immersion program, K-8 will implement a comprehensive structured immersion program, in every mainstream classroom, for its EL students. It is the goal of K-8 that all of its students will leave the Charter School proficient in the English language and with pride and support for their home language.

Teachers at K-8 will use the English Language Development standards set forth by the California Department of Education, and in alignment with the CCSS, to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers in alignment with KIPP LA's English Learner Master Plan. All instruction will be in English. When leadership and teachers review student data it will be aggregated to show EL students, during the data reviews we compare student performance to the standards, which may be tracked using a standards based pacing calendar.

Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum as well as providing structured, explicit language instruction. Teachers will use Specially Designed Academic Instruction in English ("SDAIE") strategies to enhance the English Language development of all of students. These strategies are also effective for English only students, as they implement strong teaching techniques. When teaching using SDAIE strategies, teachers will organize the subject matter so that it is grade level appropriate and cognitively demanding in the core curriculum. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction.

Teachers will use the CCSS aligned English Language Development Standards along with a forms and functions matrix, and an adapted model of Susana Dutro's framework for a focused approach on language development, to design lessons that build academic language- both vocabulary and structure, provide fluency or language practice, and encourage students towards appropriately rigorous language outputs.

In addition to the structured English immersion modifications teachers make in their mainstream classes within K-8's extended day schedule, there will be ample time that can be used for additional intensive English language instruction during small group and workshop time. The Charter School will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English.

Examples of instructional models that may be employed with ELs students at K-8:

- Workshop models;
- Cooperative learning;
- Thematic teaching;
- Scaffolding instruction;
- Think/pair/share;
- Kinesthetic activities;
- Books on tape;
- Graphic organizers;
- Pre-teaching vocabulary;
- Labeling items in classrooms and school in different languages;
- Manipulatives;
- Jigsaw;
- Storytelling;
- Using culturally relevant materials;
- Repetition; and
- Modeling.

Mathematics

KIPP K-8 implements math curriculum that reflects the three Common Core shifts in mathematics: focus, coherence, and balanced rigor (a balance among conceptual understanding, procedural fluency, and application/problem solving). Our children benefit from student-centered mathematics that is focused not only on them mastering the grade level content standards, but equally as much on the 8 Standards for Mathematical Practice, so that our students learn to think and act like real life mathematicians. Mathematics at KIPP K-8 will be research-based, with best practices including building procedural fluency from a foundation of conceptual understanding, teachers moving through the developmental continuum of engaging with new mathematics first concretely (with tools and manipulatives), then pictorially, and finally abstract (numbers and symbols), and always emphasizing visual models to represent mathematical ideas. K-8 recognizes collaboration and communication as essential components of mathematics instruction, so classrooms incorporate partner work, group work, and small group and whole class discourse as much as possible. Our ultimate goal is 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 of them.

Science

Establishing a strong foundation in science will enable students to critically observe the world and develop their intuition, observation, thinking and analytical skills. Students at K-8 will participate in four 3 – 4 week science units per school year. Each unit will focus on a different strand of science- Life Science, Physical Science, Earth and Space Science, or Technology.

K-8 will be using a variety of standards-aligned programs as a tool in ensuring mastery of the NGSS. One example is the Science and Technology for Children (“STC”) modules, supplemented by Full Option Science System (“FOSS”) modules correlated to the Next Generation Science Standards as an instructional tool and resource. Both curricula 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 are guided through meaning and concept construction through various engaging activities that are both learner-centered and hands-on. STC was developed by the National Science Resources Center, which also supports FOSS as a science curriculum for elementary students. STC offers modules in technology as well as in life, physical and earth science. FOSS is a research-based science curriculum that was developed by the Lawrence Hall of Science at the University of California, Berkeley. The K-8 teaching staff will use STC and FOSS as a resource as they design engaging and rigorous lesson plans informed by the scientific method.

In upper school Science, instruction utilizes a textbook based approach in combination with exploration through investigations, experiments, and viewing media clips that bring certain topics to life for the students. The science instruction across the grade levels is organized to best facilitate the student's' mastery of their grade level content standards in each of the following content strands: physical sciences, life sciences, earth sciences, and investigation and experimentation. In accordance with K-8's accelerated pace, students also gain a strong foundation in Biology that will enable them to be placed in Honors or accelerated Biology classes in high school. A broad, multicultural history of science component spans the entire curriculum, as does skills development, a study of the impact of humans on the environment, and a reinforcement of math and technology skills.

Social Studies (K-4th grade)

K-8 students will become leaders who will ignite transformative change in thought and action for their community. To help bolster that goal, K-8 implements a Social Studies program in second through fourth grade that focuses on developing students who have a strong sense of self-identity and use critical thought to read the world around them. We nurture critical thinking by using the CCSS and History-Social Science Content Standards to drive all Social Studies lessons objectives. We have chosen to begin Social Studies in second grade to provide more time for literacy instruction in the earlier grades. Strong literacy skills are key to preparing our students for success in Social Studies.

In Social Studies, K-8 students will analyze and evaluate how their identity as students of color fits 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.

Through Socratic seminar, students will explore their identity and community. Students will reflect upon their identities with their classrooms, displaying cultural images and artifacts from their homes, community walks, and field trips. Students will experience and express their history through art, writing, and spoken word. When students feel uncomfortable they will be able to respectfully agree/disagree and have the courage to share their own experiences. Students will feel appreciated, valued, and have a sense of belonging to their community. While understanding that they are individuals with unique differences, students will become connected to their community and develop a sense of pride. Outlined below are the broad instructional themes for each grade level.

- Kindergarten: Learning and Working Now and Long Ago
- First grade: A Child's Place In Time and Space
- Second grade: People Who Make A Difference
- Third grade: Continuity and Change
- Fourth grade: California: A Changing State

Additionally, in second grade, K-8 students will embrace their family heritage, language, and traditions. Students will study the ethnic groups that populate Los Angeles and discuss the challenges and triumphs these people face while realizing the potential impact on their own community. Our second graders will gain an appreciation for their community and the art embedded throughout the streets. Students will also gain insight into the events that have led to the creation of the current educational structure within Los Angeles and the role they play within this complex structure. Furthermore, K-8 students will analyze the key figures at the root of social change in Los Angeles and independently evaluate scenarios that made headlines in Los Angeles in past years, such as the transformation of the Chavez Ravine and the ongoing Chicano Movement. Students will analyze history's patterns, learn the stories, struggles, and triumphs of people of color, and be able to use their knowledge to advocate for future change in their community.

In third grade, students will geographically and conceptually broaden their knowledge of their community by continuing to build their social awareness in the context of the state where they reside. Students will have conversations about how existing state institutions affect immigration, labor, and people of color. Students will be

asked questions like, “How are people being treated?” and “Who is a citizen of this land?” Third graders will learn how immigration has shaped the economy and had an impact on social behaviors.

In fourth grade, students will continue to develop self-identity, deepening their thought process as they engage with Social Studies and ponder their own development. They will use what they have learned to create a well-rounded understanding of who they are becoming. They will begin to analyze aspects of identity as constants and variables. They will move into a deeper study of the Chicano Movement, going from the high school and immigration issues of the 1960s, to the current college-level struggles such as the DREAM Act and the actions students continue to make. Students will expand their understanding of their place in the world as they broaden their learning to the international scene, noticing how citizens and governments interact and influence each other. Students will be equipped with the tools and knowledge to complete culminating projects revolving around the enduring understandings. Students will work both individually and in groups to demonstrate knowledge on concepts, while also building skills when working collaboratively. Differentiation in the classroom will come in the form of readings at different levels, multiple sentence frames, pushing student thinking, and making thinking visible from the struggling to the strongest students.

Social Studies in Upper School

In order to become agents of change who will positively impact the community, developing a strong sense of history and social, economic, and political trends over time is essential. During their time at K-8, the students develop their historical and social sciences analysis skills through 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 utilizes 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 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 5th through 8th grades will be organized around the broad topics listed below by grade level. Encompassed within the broad theme for each grade are all state standards that build upon prior knowledge, intertwine geography instruction, and deepen student’s understanding of our world and how it has come to be. Outlined below are the broad instructional themes for each 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

Non-Core Areas of Instruction

K-8 believes strongly in educating the whole child. As a result, K-8 offers the following courses: values based lessons, technology, art, music and physical education.

Values-Based Lessons Lower School

To ensure students develop academic skills as well as character skills, K-8 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*. Moreover, values lessons will also focus on K – 4 Speaking and Listening content standards and establish objectives to meet these standards.

Values-based lessons will be incorporated into the “Specials” block as well as in other parts of the day such as Morning Meeting, Read Aloud and Closing Circle. In addition to values-based lessons and character-strengthening lessons based on Seligman’s work, teachers will also use an adapted version of the Conflict Resolution from the Responsive Classroom approach. In kindergarten and first grade, the model will closely resemble the Responsive Classroom model. Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate with four key domains: engaging academics, positive community, effective management, and developmental awareness. For grades second through fourth, teachers will adapt the model to ensure students are resolving conflicts using the model as a support rather than a prescriptive method. The purpose of adapting the model in second through fourth grade is to ensure our students have internalized it and can independently be reflective and thoughtful about solving problems in respectful ways that honor their school community members.

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 (K-8 has developed standards-based report cards that include a values section) and share student progress with parents during parent/teacher conferences.

Art – Lower School

K-8 offers instruction in art at each grade level to develop the whole child and build upon the innate talents of students. The instructor has developed lessons based upon the National Visual Arts Standards at each grade level, pushing students to develop their skills in visual expression over time. Lessons will ensure that both authentic and other types of objective assessments are used to ensure students are mastering the standards. In art, instruction will be organized to target the strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

Art will also be used as a lens to learn about local cultural and community history and encourage students to think creatively about community challenges. For example, students will study local murals and understand the events that inspired those murals. Similarly, students will engage in the Design Thinking process in art class to identify challenges around them, brainstorm solutions, prototype models, and finally develop products. Design thinking has come to be defined as combining empathy for the context of a problem, creativity in the generation of insights and solutions, and rationality in analyzing and fitting various solutions to the problem context. The premise of teaching Design Thinking is that by knowing about how to successfully approach and solve difficult, multi-dimensional problems individuals will be able to improve their own problem solving processes and skills. This line of inquiry will help empower students to affect positive change in the world around them.

Other core subject areas such as math, reading, science and social studies will be integrated into art lessons. For example, in kindergarten through second grade, mathematics will be an integral part of art units around artistic perception based on patterns, use of shapes and lines, and symmetry. An appreciation for art, as well as skills and knowledge, will add to the breadth of knowledge our students will possess to make them competitive students in high and college, as well as global citizens.

Physical Education for Upper and Lower School

K-8 strives to develop the whole child and physical education is an important component of the Charter School's program. Physical education classes will develop the students' motor skills while promoting good health habits that will have a significant effect on students' overall well-being. In addition, students will develop sportsmanship and teamwork skills. Physical education lessons will be driven by measurable objectives linked towards mastering the grade-level standards in physical education set forth by the state of California. K-8 students receive physical education one or two times per week depending on grade level.

The program will be organized in accordance with 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 will break up the year-by-year Physical Education period into strands: Concepts of Play and Games, Sports (soccer, basketball, and Ultimate Frisbee), Health and Fitness, and Sports (volleyball, softball/T-ball, and paddle ball). The content standards have been incorporated into the strand that best addresses that particular strand. For example, the first grade standard 1.21, Dribble a ball continuously with one hand, will be addressed during the basketball unit.

Foreign Language – Upper School

K-8 believes we should educate students who are equipped linguistically and culturally to communicate and thrive in their community and abroad. By the time the Charter School serves grades 7&8, K-8 will provide students with instruction in foreign languages and literacy on a rotational basis. Our foreign language program is 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

Transitional Kindergarten

Transitional Kindergarten (“TK”) is the first year of a two-year kindergarten program that uses a modified kindergarten[A5] curriculum that is age and developmentally appropriate. TK students will be enrolled with K students and will utilize teacher created and school leader supported instructional materials. If K-8 enrolls students eligible for TK, it will offer a developmentally appropriate program to meet the needs of its students. TK ensures

that children have developed the foundations to successful learning when they begin kindergarten. TK bridges the path between preschool and kindergarten and gives students a head start that will yield huge payoffs in future academic success. It provides the gift of time that will help students build a strong foundation for success in elementary school.

K-8 will utilize individualized instruction and developmentally appropriate strategies for younger students and students who are entering school with little or no academic skills. With these supports in place, all transitional kindergarten students will finish the year well-prepared for the rigor of kindergarten. It is our goal that many students will leave prepared for first grade.

Academic Calendar and Schedules

Each year, KIPP K-8 will organize its calendar to coincide with most of LAUSD's draft of the Single Track Instructional Calendar. However, our calendar will not be totally aligned with the District calendar.

Figure 8: Academic Calendar

KIPP LA Schools

2019-20 Academic Calendar

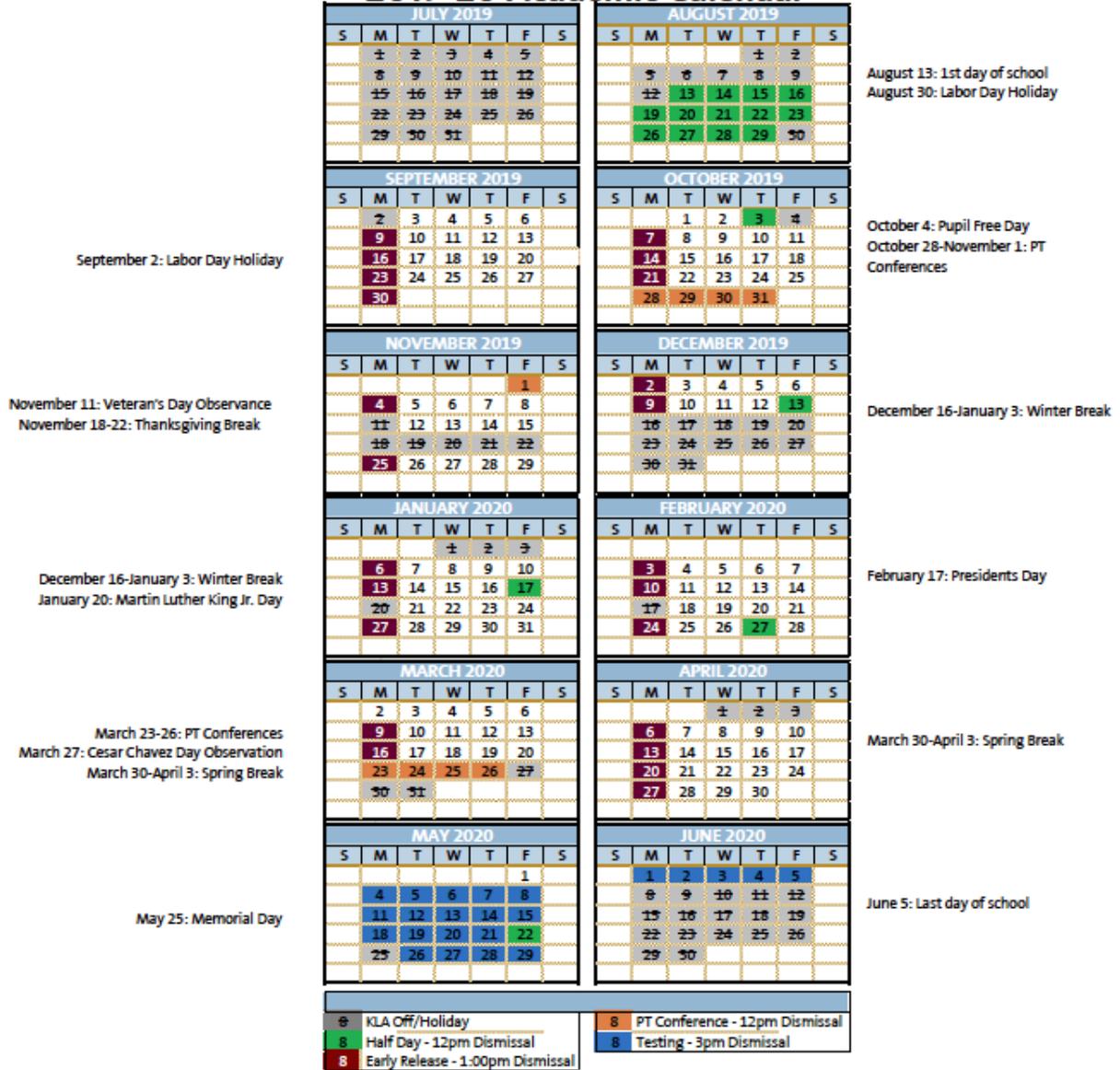


Figure 9: Instructional Minutes⁵

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	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of Other Days	Number of Instr. Minutes Per Other Day	Total Number of Instr. Days	Minutes Req by State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req
TK/K	Y	105	410	25	285	22	205	28	280	180	36000	62525	26525
1	Y	105	410	25	290	22	200	28	250	180	54000	61700	7700
2	Y	105	415	25	275	22	200	28	230	180	54000	61290	7290
3	Y	105	415	25	285	22	205	28	260	180	54000	62490	8490
4	Y	105	410	25	290	22	195	28	280	180	54000	62430	8430
5	Y	105	405	25	285	22	255	28	343	180	54000	64864	10864
6	Y	105	349	25	285	22	255	28	335	180	54000	58760	4760
7	Y	105	367	25	265	22	255	28	343	180	54000	60374	6374
8	Y	105	405	25	265	22	255	28	335	180	54000	64140	10140
9	N												
10	N												
11	N												
12	N												

Transitional Kindergarten and Kindergarten will receive:

- 93 Regular School Days, including supplemental time, from 7:45 AM – 4:00 PM totaling 385 instructional minutes/day
- 25 Early Dismissal/Professional Development Days from 7:45 AM – 1:30 PM totaling 285 instructional minutes/day
- 34 Minimum Days from 7:45 AM - 12:00 PM totaling 210 minutes/day
- 28 Other Days from 7:45 AM - 3:00 PM totaling 325 instructional minutes/day

1st – 4th Grade will receive:

- 93 Regular School Days, including supplemental time, from 7:45 AM – 4:00 PM totaling 430 instructional minutes/day
- 25 Early Dismissal/Professional Development Days from 7:45 AM – 1:30 PM totaling 300 instructional minutes/day
- 34 Minimum Days from 7:45 AM - 12:00 PM totaling 221 minutes/day
- 28 Other Days from 7:45 AM - 3:00 PM totaling 325 instructional minutes/day

5th through 8th will receive:

- 93 Regular School Days, including supplemental time, from 7:30 AM – 4:00 PM totaling 480 instructional minutes/day

⁵ Projected instructional minutes calculated here are based on the tentative 180-day calendar. KIPP LA Schools reserves the right to reduce the school year to 175 instructional days. KIPP Academy of Opportunity will submit a finalized Calendar of Reports to the District prior to the beginning of each school year.

- 25 Early Dismissal/Professional Development Days from 7:30 AM – 1:30 PM totaling 335 instructional minutes/day
- 34 Minimum Days from 7:30 AM - 12:00 PM totaling 285 minutes/day
- 28 Other Days from 7:30 AM - 3:00 PM totaling 425 instructional minutes/day

The first day of school may be second Monday in August.

Sample Schedule

Regular Dismissal - 4:00 PM (M, Tu, W, F)	
7:30-7:45am	Family Literacy/ Breakfast
7:45-8:00am	Morning Meeting/MTP
8:00-9:20am	Phonics/ Guided Reading
9:20-9:40am	Recess
9:40-9:55am	Math Rotations
9:55-11:15am	Lunch
11:15-12:00pm	Enrichment/ Choice
12:00-12:50pm	Text Analysis
12:50-1:30pm	Community Circle
1:30-2:15pm	Dismissal
2:15-3:00pm	Recess
3:00-3:30pm	K Character
3:30-4:00pm	Read Aloud- CG
4:00 PM	Dismissal
Early Release - 1:30 PM (Th)	
7:30-7:45am	Family Literacy/ Breakfast
7:45-8:05am	Morning Meeting/MTP

8:05-9:25am	Phonics/ Guided Reading
9:25-9:45am	Recess
9:45-10:50am	Math Rotations
10:50-11:30pm	Lunch
11:30-12:30pm	Enrichment/ Choice
12:30-1:00	Text Analysis
1:00-1:30pm	Community Circle
1:30 PM	Dismissal
Testing - 3pm	
7:30-7:45am	Family Literacy/ Breakfast
7:45-8:00am	Morning Meeting/MTP
8:00-9:20am	Phonics/ Guided Reading
9:20-9:40am	Recess
9:40-9:55am	Calendar Math
9:55-11:15am	Math Rotations
11:15-12:00pm	Lunch
12:00-12:50pm	Text Analysis
12:50-1:30pm	Writer's Workshop
1:30-2:15pm	Art
2:15-3:00pm	Recess
3:00 PM	Dismissal
Minimum Day/PT Conferences - 12pm	
7:30-7:45am	Family Literacy/ Breakfast

7:45-8:00am	Morning Meeting/MTP
8:00-9:00	Phonics/ Guided Reading
9:20-9:45am	Recess
9:45-10:00am	Text Analysis
10:00-10:30am	Writer's Workshop
10:30-11:00am	Calendar Math
11:00-11:50	Math Rotations
11:50-12:00	Community Circle
3:00 PM	Dismissal

Instructional Day

K-8 will maximize each minute of instructional time. The daily schedule is designed to develop well-rounded students with strong skills in a wide variety of content areas. The supplemented schedule is created to ensure students have a significant amount of time allocated to phonics and vocabulary, reading, and writing in both whole group and small group formats with time for intervention and support. Students have multiple times to develop their math skills through calendar math, the math block, and also workshop which at times will be dedicated to math standards. Students will also engage in focused blocks of social studies and science that will alternate.

The schedule is also designed to allocate time to enrichments across all grades to build upon students' natural talents. In lower, these will be incorporated during a common grade-level "Specials" block to facilitate grade-level planning. In addition, character- and values-based lessons will be incorporated into the "Specials" block as well as during Read Aloud and are other times like Morning Meeting and Closing Circle. Community-building will be a strong component of every classroom with a daily Morning Meeting and Closing Circle time. Kindergarten will also include a rest time during the day. In upper school enrichment will happen Tuesday – Friday at the end of the day.

To ensure students receive a well-rounded education, they will rotate through enrichments. This is a normal practice in the overwhelming majority of schools to provide a rich and diverse learning environment that touch upon the state standards and requirements for these various subject areas. Because these subject areas are not as foundational as reading, math, and writing, students will be in each of these areas for about 40 minutes at a time.

A sample weekly schedule for all grades are included below:

Figure 10: K-8 Sample Weekly Schedules Lower School

Regular Dismissal	
7:30-7:45am	Family Literacy/ Breakfast
7:45-8:00am	Morning Meeting/MTP
8:00-9:30am	Phonics/ Guided Reading
9:30-9:55am	Fluency/Vocabulary
9:55-10:10am	Recess (front)
10:10am-11:40am	Math Rotations
11:40-12:25pm	Text Analysis
12:25-1:05pm	Lunch
1:05-1:30pm	Grammar
1:30-2:05pm	Writing
2:05-2:15pm	Recess
2:15-2:55pm	1GR Character
2:55-3:45pm	ART
3:45-4:00pm	Closing Circle
Early Release - 1:30 PM	
7:30-7:45am	Family Literacy/ Breakfast
7:45-8:05am	Morning Meeting/MTP
8:05-9:25am	Phonics/ Guided Reading
9:25-9:55am	Fluency/Vocabulary
9:55-10:10am	Recess
10:10-11:10am	Math Rotations
11:10-12:00pm	Spanish/ Choice
12:00-12:30pm	Lunch
12:30-1:15pm	Text Analysis
1:15-1:30pm	Community Circle

Testing - 3pm	
7:30-7:45am	Family Literacy/ Breakfast
7:45-8:00am	Morning Meeting/MTP
8:00-9:30am	Phonics/ Guided Reading (gr. 1)
9:30-10:00am	Fluency/Vocabulary (gr. 1)
10:00-10:40am	Recess
10:40-11:20am	Math Rotations
11:20-11:50am	Text Analysis
11:50-12:35pm	Lunch
12:35-1:00pm	Grammar
1:00-1:35pm	Writing
1:35-2:10pm	Recess
2:10-2:30pm	Character
2:30-2:50pm	ART
2:50-3:00pm	Closing Circle
Minimum Day/PT Conferences - 12pm	
7:30-7:45am	Family Literacy/ Breakfast
7:45-8:05am	Morning Meeting/MTP
8:05-9:05am	Phonics/ Guided Reading
9:05-9:35am	Fluency/Vocabulary
9:35-10:09	Recess
10:09-11:04am	Math Rotations
11:04-11:49am	Elective/ Choice
11:49-12:00pm	Closing Circle
12:00 PM	Dismissal

Below is a sample weekly schedule for grades 5-8.

Figure 11: K-8 Sample Weekly Schedules Upper School

Monday (Early Release)	Homeroom 1	Homeroom 2	Homeroom 3	Homeroom 4
7:00-7:15	Breakfast/Arrival			
7:15-7:50	Homeroom			
7:50-8:40	ELA	SS	MATH	SCIENCE
8:40-9:30	SS	MATH	SCIENCE	PE/Elective
9:30-10:20	MATH	SCIENCE	PE/Elective	ELA
10:20-11:10	PE/Elective	ELA	SS	MATH
11:10-11:50	Lunch			
11:50-12:40	SCIENCE	PE/Elective	ELA	SS
12:40-1:30	Team and Family			
1:30	Dismissal			
Tuesday - Friday (Regular Dismissal)	Homeroom 1	Homeroom 2	Homeroom 3	Homeroom 4
7:00-7:15	Breakfast/Arrival			
7:15-7:40	Homeroom			
7:40-8:10	Compass Math			
8:10-9:25	ELA	SS	MATH	SCIENCE
9:25-10:40	SS	MATH	SCIENCE	PE/Elective
10:40-11:55	MATH	SCIENCE	PE/Elective	ELA
11:55-12:35	Lunch			
12:35-1:50	SCIENCE	PE/Elective	ELA	SS
1:50-3:05	PE/Elective	ELA	SS	MATH
3:05-3:55	ENRICHMENT			
3:55	Dismissal			

Testing (3pm Dismissal)	Homeroom 1	Homeroom 2	Homeroom 3	Homeroom 4
7:00-7:15	Breakfast/Arrival			
7:15-7:45	Homeroom			
7:45-8:00	Testing Frame and Preparations			
8:00-10:00	SBAC Interim			
10:00-10:50	ELA	SS	MATH	SCIENCE
10:50-11:40	SS	MATH	SCIENCE	PE/Elective
11:40-12:20	Lunch			
12:20-1:10	MATH	SCIENCE	PE/Elective	ELA
1:10-2:05	SCIENCE	PE/Elective	ELA	SS
2:05-3:00	PE/Elective	ELA	SS	MATH
3:00	Dismissal			
Minimum Day/PT Conferences (12pm Dismissal)	Homeroom 1	Homeroom 2	Homeroom 3	Homeroom 4
7:00-7:15	Breakfast/Arrival			
7:15-7:50	Homeroom			
7:50-8:40	ELA	SS	MATH	SCIENCE
8:40-9:30	SS	MATH	SCIENCE	PE/Elective
9:30-10:20	MATH	SCIENCE	PE/Elective	ELA
10:20-11:10	SCIENCE	PE/Elective	ELA	SS
11:10-12:00	PE/Elective	ELA	SS	MATH
12:00	Dismissal			

In order to assist with students' transition from self-contained classrooms in elementary school to a traditional middle school model, our 5th grade teachers may work in a paired model. K-8 may elect to organize the instructional day with paired teachers focusing on a particular subjects. For example in fifth grade, two teachers may teach English-Language Arts and social studies and the other two may teach math and science, allowing them to specialize in two subjects and hold a multiple subject credentials. This type of instructional day fits within the

schedules provided above. Below is a comprehensive course list or table that shows all course offering for all grades to be served.

Subject Area	5th grade	6th grade	7th grade	8th grade
English Language Arts	English 5	English 6	English 7	English 8
History -Social Studies	Social Studies 5	Social Studies 6	World Civilizations	U.S. History
Mathematics	Math 5	Math 6	Pre-Algebra	Algebra Geometry Algebra II
Science	Science 5	Science 6	Science 7	Science 8
Physical Education	Physical Education 5	Physical Education 6	Physical Education 7	Physical Education 8
Electives	Art such as: Fundamentals of Art	Art such as: Mixed Media	Art such as: Mixed Media Dance Music such as: Beginning and Advance music Mariachi	Art such as: Mixed Media Dance Music such as: Beginning and Advance music Mariachi

<p>Options for Music:</p> <ul style="list-style-type: none"> • Beginning Music • Advance Music • Jazz band • Choir • Beginning voice • Advance voice • Drumline • Instrumental Ensemble • Symphony and Orchestra • Modern Band • Concert band 	<p>Options for Art:</p> <ul style="list-style-type: none"> • Painting • Photography • Ceramics • Drawing • Mixed media • Fundamentals of Art
--	--

Professional Development

Our team will ground itself in our mission by beginning and ending each year as a whole team reflecting on the degree to which K-8 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” will grow. Weekly, our administrative team will provide targeted professional development to team members in instructional design, classroom management, student culture, data-driven instruction, and other high-leverage topics including common core standards, data driven instruction, design-thinking, technology integration, literacy instruction, experiential learning, and parent and community engagement. Training on how teachers will monitor and report of the progress of EL students and other subgroups is embedded into all of the teaching training as well as, maximizing small group instruction, and other instruction based PD. By focusing on teaching and learning, professional development will help our students reach their learning goals.

Figure 12: Sample PD Schedule below

<u>September</u>
<ul style="list-style-type: none">● Guided Reading: Structure, model lessons, practice, and planning● Assessments and Illuminate: Making the assessments and being a data-driver● Great Shake Preparation● Counseling 101● Skills Assessment #1 Data Analysis● Equity● Home Visits● Lesson/Unit Internalization● Leadership Team Meeting
<u>October/November</u>
<ul style="list-style-type: none">● Small Group Instruction● Guided Reading Check in● Assessment for Learning● Trauma Informed Classrooms● Team Building Event● Student Engagement and Rigor● Health and Wellness Policy● Leadership Team Meeting
<u>November/December</u>
<ul style="list-style-type: none">● Planning/Grade-level Collaboration● Assessment for learning and data analysis● Lesson plan/unit internalization● Culturally Relevant Pedagogy● Pupil Free Day - Teacher PD● Leadership Team Meeting

January/February

- School Culture and Climate
- Student Engagement
- Content team meetings: planning assessments
- Content Team meetings: analyzing SBAC Interim Assessment

March/April

- Bootcamp: Small group instruction: intentionality with everything Pt 1
- Bootcamp: Small group instruction: intentionality with everything Pt 2
- Bootcamp: Small group instruction: intentionality with everything Pt 3
- Bootcamp: Small group instruction: intentionality with everything Pt 4
- Bootcamp: Small group instruction: intentionality with everything Pt 5

May/June

- Testing preparation Pt 1
- Testing preparation Pt 2
- Testing preparation Pt 3
- Closeout: Ending the school year

Team Recruitment

Team member selection will be one of the most critical aspects of K-8's success. This process will help us find driven candidates and hire team members that exhibit key character strengths as outlined by the KIPP Foundation's framework for Excellent Teaching, and 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, persistent, and exceptionally caring for all students. They must have strong and positive professional recommendations; be team players; embody and exemplify the values of the Charter School; and be committed to the vision and mission of K-8.

Team member recruitment will happen via a series of methods. KIPP LA recruits teachers at teacher hiring events, education conferences, and special KIPP LA recruitment events. Additionally, KIPP LA advertises teacher openings on college and university job boards, as well as other education-related job boards. KIPP LA's Associate Director of Teaching & Leadership Development will lead these recruitment efforts in conjunction with K-8'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 will be used are outlined below:

- Schools of Education at UCLA, USC, Pepperdine and Loyola Marymount University: KIPP LA 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 in South and East LA who may know high quality teachers looking for positions. The Founding School Leader will also leverage contacts already developed by KIPP LA Schools.

- Other KIPP LA team members: The School Leader will reach out to other KIPP LA school team members to see if they have any friends or colleagues who are familiar with KIPP who are interested in teaching.
- Website: The K-8 website will include the Charter School’s vision, mission, goals, and values as well as information on KIPP such as history, network success, and Five Pillars. Job descriptions will be posted on the KIPP LA Schools 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 they are not only a fit for K-8, but also to ensure that K-8 is a fit for them. The steps include an online application, a phone interview, and an in-person interview with the School Leader and school observation, a panel interview with K-8 stakeholders and a model teaching observation. In addition, we will 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 will 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 will make all final hiring decisions for the instructional and non-instructional team members at the Charter School.

Team Culture/ Professional Development

KIPP K-8 is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development for teachers to help KIPP students excel academically is essential. Each Monday will be an early dismissal day at K-8 in which the students will dismiss at 1:00pm. On these days, the team will meet in one or more of the following formats: whole-school, by grade levels and/or by department.

Below is a sample department level agenda for weekly professional development:

1. **Check-in:** Share something funny that happened in your classroom this past week.
2. **Reflection:** Reflect on this week’s instruction. What went well? Each teacher will share something that went well and something they are working to improve. They will also discuss what should be adjusted for next week and next year.
3. **Plan for next week:** Identify which standards you are addressing and be thinking of vertical alignment across grades. Share ideas to write and implement great lessons and review student work.
4. **Assessments:** Discuss the results of your initial assessments. What are your students’ strengths? What areas need to be focused upon in ELA and math? Be specific. Have any trends emerged in your classroom/across the grade level? How will this information drive your instruction?

Department level teams will take detailed minutes of their meetings and submit them to the School Leader, who will read them, comment upon them, and return them to each team member. On professional development afternoons, teachers will also convene to participate in inquiry-based learning around pedagogy and curriculum. These sessions will be a learner-centered strand of professional development that is focused on augmenting our teaching practice. The instructional team will collectively survey the K-8 instructional goals, scope and sequence, and student data to determine inquiry questions for team to address. This strand of professional development is meant to increase the capacity of teachers in their instructional and pedagogical depth, as well as their ability to work collaboratively to problem-solve. The school leader will identify differentiated sessions to ensure everyone is developing and feeling challenged and successful.

In addition, teachers may seek out professional development opportunities such as visiting excellent schools and attending workshops and conferences on areas of their individual growth plans or areas that will strengthen their team. Further, during the ancillary periods, teachers will have the opportunity to observe fellow K-8 teachers to learn from the practices of colleagues. Ancillary periods will also be used to plan and prepare for upcoming lessons. By accessing the professional development library resources and targeted readings based upon needs, the team will become lifelong learners.

K-8 will also hold team meetings at least once a month at the beginning of the professional development hour. During team meetings, teachers will conduct school business, build a stronger sense of community among all the adults working to serve our students, recognize team members for exemplifying school values, enhance our home-school partnerships, and improve on our approach to developing the whole child. Additionally, as a team, we will assess our commitments to live out our values, follow our community norms and maintain school health through feedback surveys, discussions, and data sharing.

Sample team meeting agenda:

- Community builder: team meetings will open with community building time led by a different team member each meeting; these are meant to be fun and enable the team to become stronger.
- School Health: Review and analyze teacher and student satisfaction surveys, assess data against goals and commitments, identify strengths, areas of growth and next steps.
- Announcements/Logistics: Address upcoming events or concerns.
- Shout outs: Celebration and recognition of team members.

The School Leader will facilitate team meetings with support from lead teachers, other faculty, and guests with instructional expertise. Each week K-8 will distribute a team bulletin with a message from the School Leader, upcoming events, gratitude, and announcements.

Meeting the Needs of All Students

English Learners

The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter School is dedicated to providing these students with an exceptional education and transitioning them into English Proficiency through the use of the Charter School's services and teaching methods. The Charter School also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum, enrichment programs, and life---skills curriculum.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be ("ELPAC") tested within thirty days of initial enrollment⁶ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

KIPP LA Schools will comply with all federal, state, and judicial mandates for English Learners. Given the demographics of the Los Angeles Unified School District, KIPP LA Schools expects that a significant number of our students will be classified as English Learners. The school is dedicated to providing these students with an exceptional education and transitioning them into English proficiency through the use of the school's services and teaching methods. KIPP LA Schools will administer California's state English language proficiency (ELP) assessment to all eligible students. Students who are entering their first year into a US public school will take the initial

6

assessment, additionally all identified English Learners students will take the annual assessment. The California Department of Education (CDE) is transiting from the CELDT to the ELPAC as the state ELP assessment by 2018. The school also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, elective course offerings and character building curriculum.

Based on a substantial research base proving the benefits of both an Integrated and Designated English Language Development (ELD) program, KIPP LA Schools will implement a comprehensive ELD program, that primarily uses an Integrated ELD (iELD) approach supplemented by a Designated ELD (dELD) approach in each classroom with English Learner students. It is the goal of KIPP LA Schools that all of its students will leave the school proficient in the English language and with pride and support for their home language.

Teachers at KIPP LA Schools will use the English Language Development standards set forth by the California Department of Education, and in alignment with the Common Core State Standards, to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English; however, there may be times when primary language support will be provided to students. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum as well as providing structured, explicit language instruction (e.g. explicit instruction in Tier 2 and 3 vocabulary words related to the content) and supports (e.g. sentence frames to support writing and speaking related to the content). Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of students. These strategies are also effective for English only students, as they implement strong teaching techniques. When teaching using SDAIE strategies, teachers will organize the subject matter so that it is grade level appropriate and cognitively demanding in the core curriculum. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction. Teachers will use the Common Core aligned English Language Development standards along with a forms and functions matrix, and an adapted model of Susana Dutro's framework for a focused approach on language development, to design lessons that build academic language- both vocabulary and structure, provide fluency or language practice, and encourage students towards appropriately rigorous language outputs.

Examples of instructional models that may be employed with EL students at KIPP LA Schools:

- Workshop models in literacy, which allows for students to receive consistent language and literacy instruction at their specific levels
- Cooperative learning during the majority of math, ELA and science lessons
- Thematic teaching in ELA, social studies and science
- Scaffolding instruction using EL supports embedded in adopted content curricula's teacher's guides, as well as additional teacher-created scaffolds
- Think/pair/share
- Sentence frames
- Word walls
- Sufficient wait-time following posed questions
- Kinesthetic activities
- Audio books
- Graphic organizers
- Pre-teaching vocabulary
- Labeling items in classrooms and school in different languages
- Using manipulatives in math and science to foster conceptual and linguistic understanding
- Storytelling
- Using culturally relevant materials
- Strategic repetition and rephrasing of questions
- Explicit modeling of correct written and spoken English
- Providing ELs with visual and verbal cues when called on in class

Beyond using the California's ELP assessment to monitor students' English language development, KIPP LA Schools team members will use the Common Core English Language Arts Standards to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information will particularly guide the teachers in differentiating instruction in order to adjust the levels of questioning for English Learners who are not progressing through the English language development levels. KIPP LA will regularly analyze subgroup data to track English Learners' progress related to their English proficient peers, in order to monitor and trigger additional interventions when needed. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used to support these students in gaining higher levels of English proficiency:

- Workshop focused on English Language development skills such as vocabulary development, oral language skills, comprehension skills
- Small group work to lower the affective filter and target specific areas of growth
- Use instructional assistants, apprentice teachers, intervention teachers and school leaders to target specific needs
- Increase collaborative time to increase the amount of interaction spoken in English
- Pre-teach content vocabulary and frontloading concepts
- Echo reading and choral reading
- Focus on the development of Cognitive Academic Language Proficiency (CALP) beyond Basic Interpersonal Communicative Skills (BICS)
- Offer at-home development support through family literacy workshops
- One-on-one tutoring
- Use technology for literacy support that has proven successful with English Learners
- Offer service-learning opportunities or field lessons to increase real world experiences and personal connections

In addition to the Integrated ELD approach in classrooms with EL students, KIPP LA Schools uses an extended day schedule where ample time, if necessary, can be used for Designated ELD instruction (dELD). As stated in the California Framework for English Language Development, dELD has a strong emphasis on oral language development in actively engaging collaborative discussions. During the school day, teachers use designated time to support all learners during small group instruction, workshops and reteach time. Additionally, during these strategic designated times throughout a school week, teachers will work with EL students one-on-one or in small groups to focus on targeted ELD standards based upon their present levels of performance in English. Groupings of students are highly dynamic to meet the needs of English Learners in addition to the number of ELs within the school. Per the California Framework for English Language Development and English Language Arts, the guidance on the general stages of English language development (native language → emerging → expanding → bridging → lifelong language learners) are described as a complex and multilayered process that does not necessarily occur in a linear fashion. During the dELD time, teachers focus on:

- Intellectual Quality: Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
- Academic English Focus: Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA / Literacy, and other content standards, is the main focus of instruction.

- **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
- **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
- **Focus on Forms:** Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
- **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
- **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
- **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.
- **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Over correction or arbitrary corrective feedback is avoided.
- **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

KIPP LA Schools will monitor the effectiveness of the program through student performance on the California Assessment of Student Performance and Progress (CAASPP) Reports, norm-referenced assessments when applicable, ELP test results, CA Dashboard reports as applicable, internal benchmarks, and reclassification rates for all of KIPP LA Schools

Reclassification

Given the demographics of the Los Angeles Unified School District, KIPP LA expects that a significant number of its students will be classified as English Language Learners, based upon the responses on their Home Language Survey completed during registration, or based upon the English Language records obtained from the student's previous school. The school is dedicated to providing these students with an exceptional education and transitioning them

into English Proficiency through the use of the school's services and teaching methods. The school also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum.

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), KIPP LA shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

- I. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810 of the Education Code:
 - a. The student must demonstrate English proficiency on the annual ELPAC by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher.
- II. Comparison of the student's performance in basic skills against an empirically established range of the performance of English proficient students of the same age in basic skills, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Basic skills criteria for students in grades 3 and above include at least one of the following:

- a. A student's score on the Smarter Balanced state assessment for English Language Arts is a 3 or higher, which is considered to be at least basic grade level performance. This score suggests that the pupil may be sufficiently prepared to participate effectively in the school's standard curriculum and should be considered for reclassification.
- b. A student's score on the nationally norm-referenced NWEA MAP Reading assessment places the student at or above the 50th percentile, which is considered to be at or above grade level. This score suggests that the pupil may be sufficiently prepared to Updated March 2016 participate effectively in the school's standard curriculum and should be considered for reclassification.
- c. For students scoring below 3 on the Smarter Balanced state assessment and below the 50th percentile on the NWEA MAP Reading assessment, KIPP LA in accordance with criteria set by the school district, should attempt to

determine whether factors other than English language proficiency are responsible for low performance on the assessments and whether it is reasonable to reclassify the student.

Basic skills criteria for students in grade 2 include:

d. A student's score on the nationally norm-referenced NWEA MAP Reading assessment places the student at or above the 75th percentile, which is considered to be above grade level. This score suggests that the pupil may be sufficiently prepared to participate effectively in the school's standard curriculum and should be considered for reclassification.

Students in grades K-1 are not eligible for reclassification.

III. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery:

a. KIPP LA teachers will use student academic performance in core subject areas to inform the reclassification process.

b. KIPP LA teachers understand and note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

c. For 6th-8th Grade only: a grade of C or better in English Language Arts is required for reclassification.

IV. Parental opinion and consultation:

a. KIPP LA will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.

b. KIPP LA will provide an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.

KIPP LA will notify parents and guardians of reclassification, update the school and school district records, as well as monitor the student's progress for two years. When leadership and teachers review student data it will be aggregated to show EL students, during the data reviews we compare student performance to the standards. KIPP LA in collaboration with the school district will monitor student performance for at least two years after reclassification in accordance with existing California regulations.

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

As all students are challenged to reach their intellectual potential within the instructional program, K-8 will not offer a formal, separate gifted and talented education ("GATE") program. Throughout the day, the team

members may 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 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 K-8 are:

- Project-based learning opportunities
- Accelerated technological instructional programs
- Comprehensive experiential learning opportunities to enhance and supplement the curriculum

By using assessment information to monitor students' progress, teachers will be able to make the necessary modifications and adjustments to best support students. Teachers will utilize workshop time, as well as differentiated choices for accelerated students and students achieving above grade level throughout the day to support them in continual growth. All students at K-8 will be valued for their individualism and their interests and passions will be cultivated. Further, 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 Student Success Team process for students who have been identified as consistently achieving well above the norms (as measured by formative, summative, and standardized testing) just as they would use the process for identifying students who struggle. Refer to following section for more details on the composition of the SST.

Students Achieving Below Grade Level

Students who are performing below grade level in each 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 may differentiate instruction based upon students' needs, interests, readiness, and learning profile. In addition, other types of instructional support that KIPP K-8 may utilize to support students achieving below grade level include:

- Small group, targeted instruction utilizing student's individualized academic data in order to design and execute scaffolded lessons in order 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 needed 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 of the standards
- 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
- Increasing parent engagement in their child's instructional progress via workshops and strategy workshops, so that they may support their son/daughter at home

If an area of growth for student success becomes evident across a grade level or the Charter School, such as reading comprehension, professional development will be dedicated to that focus. In addition, teachers and administrators will work collaboratively to share deliberate 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 a Student Success Team meeting. In these meetings, the classroom teacher, the parent, the School Leader, and any other relevant party will convene to discuss the child's strengths and areas of concern. The SST uses multiple sources of information and data to create a plan that addresses the individual needs of each student. Teachers, parents, and other relevant parties will bring student work samples, tests and quizzes, portfolio work (if applicable), notes from observations of performance or behavior, discipline logs and any other pertinent source of information concerning the child's demonstrated abilities. Based on the evidence and the discussion of its meaning, action steps will be generated for follow-up interventions to further assist the child in academic or behavioral growth. Additionally, tools are either gathered or generated to track the progress of the student given the new interventions. Specific strategies, interventions and accommodations will be implemented and documented based on the individualized needs and areas of concern. In addition to detailing the steps, the

expected outcomes and the responsible personnel, the SST will also schedule timely follow-up meetings to review and discuss the student's response to the interventions. Based on the progress a student makes, the level of intervention can be adjusted in order to meet each student's needs.

After 3 SST meetings, if significant progress has not been made as measured by assessments, the student may be referred for assessment to determine if the child is eligible for special education services under the Individuals with Disabilities Education Act, if appropriate. The Charter School will make efforts to ensure an exhaustive list of interventions is utilized to avoid over identification of students in Special Education.

Socio-Economically Disadvantaged/Low Income Students

KIPP LA Schools seeks to serve under-served student populations. To put students on the path to and through college, the mission, vision, and instructional programs of KIPP LA's schools are designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. KIPP K-8 will serve a similar population, and the Charter School's program is based upon the successful practices already in practice at KIPP LA's existing schools. At its core, K-8 believes in high expectations for each of its students regardless of background.

K-8 identifies socioeconomically disadvantaged students as those who are eligible to receive free or reduced price meals. K-8 has designed 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, supplemented day and summer school)
- Building the social capital of students via experiential learning opportunities in order for them 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-going 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 lunch

Students with Disabilities

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

Overview

The Charter School shall 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.

The Charter School will be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: Los Angeles County SELPA, Southwest 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 LACOE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall 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 shall 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 recognizes 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. Any student, who has an objectively identified disability

which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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 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 agrees 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 understands 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 special education local plan area 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.

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 is 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 understands that it shall represent itself at all SELPA meetings.

Funding

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

Students in Other Subgroups

KIPP LA, through its schools and counselors, seeks to address the needs of all students including homeless and foster youths by providing referrals to community organizations with resources to address their needs. Each year, the Student Residency Survey is sent to all families to identify homeless youth.

A Typical Day

Alan is a Kindergarten student at KIPP K-8. He is part of the founding Kindergarten class, and he is now a proud USC Trojan in Ms. Castillo's Kindergarten class. His younger sister, Mariana, hopes that she will be a USC Trojan when she attends K-8 next year. Alan and Mariana's mother, Jessica, is completing coursework at Cal State Long Beach, working towards her teaching credential, and hopes to become a teacher at K-8 when she graduates. In the meantime, she is volunteering and observing teachers in first grade as a part of her course credit for the semester.

Alan arrives in USC, puts his homework in the bin and his backpack away, and greets Mrs. Perez, another Princeton parent who is checking homework this morning. The room is already buzzing with activity during this family literacy block, with mothers, fathers, aunts, and an abuela leading literacy centers with small groups of students around the room. Alan practiced his sight words yesterday, so today he goes to the library center, excited to get a few minutes of reading in before morning meeting starts. He joins Jonathan and his mom, who are already sitting on the beanbags in the library center reading a biography of Pelé, the soccer player, and Alan listens to the story for a few minutes with them before picking up his own book, a book about sharks that Ms. Castillo read the day before during reader's workshop. Alan had been eager to get a closer look at the diagram of the shark's skeleton that he had seen in the text the day before.

Andrea, another student in the class, rings an apple-shaped bell to remind all students that it's time to start morning meeting. Families give their students a quick hug and help to tidy up the centers as all students walk to sit in a circle on the carpet. Ms. Castillo sits down in the circle as well and Andrea begins Morning Meeting with the greeting. As Andrea facilitates the class through the Morning Meeting agenda, which includes greeting, sharing, news and announcements, and a community game, all students participate and follow along. Alan's favorite part is the game, which is "Bumps, Stars, and Statues."

When the game ends, students close out Morning Meeting by giving 3 classmates a handshake, high five, or hug before they head back to their tables. Alan gives Nathan, Amanda, and Jaylynn a high five and heads back to his seat to get his whiteboard and marker in time for math.

Next up is math instruction. Alan knows that his group heads to the carpet first for instruction. His group of 10 students is beginning a differentiated lesson on solving addition number stories, using manipulatives and drawings to model how to represent the number sentence that the story represents. Alan works with his partner, Diana, to solve several problems using the manipulatives. Alan and Diana celebrate when they solve the challenge problem of the day. After the small group, Alan completes his independent practice, and then picks up a Chromebook to go onto ST Math, solving puzzles which reinforce his understanding of the lessons about the addition stories he learned last week. During the third and final rotation, Alan goes to math centers, where he works with a different partner, Nathaniel, to review how to categorize shapes by various attributes, such as color and number of sides. At the end of the math block, Ms. Castillo lets students know that it is time to clean up before going to recess.

It's 9:51am when the class returns from recess, and Ms. Castillo calls the students to their tables and has them take out their Reader's Notebooks and individual book bags to prepare for Reader's Workshop. Ms. Castillo heads to the front of the room and begins the Reader's Workshop mini-lesson on how students can use the pictures to help them retell the important events in a storybook. The lesson lasts about seven minutes with the instruction of the skill, guided practice, and check for understanding. Ms. Castillo shares the Reader's Workshop schedule and students begin to move about the classroom. They settle into their usual spots with their reading partner and make a plan for how they will use their partner time that day. Alan and Jennie decide that they'll read their books independently for the first 10 minutes, using post it notes to mark pictures that show important events in the story, then they'll share what they learned with each other. Ms. Castillo is conferencing with students and taking notes in her own notebook. She pauses to ask Alan and Jennie what their plan is, then quickly conferences with Jennie about which important events she has chosen so far. After 15 minutes of independent work time, Ms. Castillo calls the students back together on the carpet and asks Jennie to share which pages she marked to help her retell the important events. Two students ask Jennie clarifying questions, then give her a "snap, crackle, pop" cheer to thank her for sharing.

At 11:00AM, Ms. Castillo calls students to line up and walks the class down to the cafeteria where a parent volunteer and operations aide, who is also a parent at the Charter School greets them and makes sure they receive their healthy lunch in an orderly manner. The parent volunteer and operations aide stay with the class as they eat, then walk them out to the playground for recess at 11:20am. At the end of lunch, Ms. Castillo picks her straight line of students from the playground and walks back to class.

At 11:59am, students line up once again to head to the art studio. Mr. Avalos, the art teacher, told the class that today, they would be "meeting" a new artist, Jackson Pollock. They were going to learn about him and study his art in preparation to create their own artwork like Jackson Pollock's before for their field trip to MOCA in three weeks. Mr. Avalos had set up posters around the room of Jackson Pollock's artwork, and students rotated the room to observe, then learned about some of the tools that Jackson Pollock used to create his art. Alan bounced in his seat with excitement when he learned that the class would be making their own mural inspired by Jackson Pollock in the next art class!

After art, at 12:40pm, Ms. Castillo picked the class up from the art studio to head back to the classroom for Writer's Workshop. Alan could not wait to continue writing about his small moment. He had chosen to write about the time that he went to the zoo with his family. Today, Ms. Castillo was teaching them how to add details about the setting to their illustrations and stories. Alan headed back to his seat to add the plants that he had seen in the tiger's habitat to his illustration of that day. At the end of the lesson, Ms. Castillo asked Juan Pablo to put his small moment on the document camera to show the class. Juan Pablo told about going to the hospital to visit his baby sister for the first time. When he asked for glows and grows from the class, Alan told Juan Pablo that he liked how

many details he added to the hospital room. “I think it would help your story if you added labels to show the names of people in your family,” Alan added as a growl for Juan Pablo. Juan Pablo thanked Alan, and the class put their writing away in their folders.

At 1:21, Alan and his classmates gathered on the carpet again for a grammar lesson. Today, the class was learning about different types of end punctuation. They read the book *Yo! Yes?*, by Chris Raschka, and practiced finding periods, question marks, and exclamation points in the text. Ms. Castillo read the whole story with silly voices, and Alan and his classmates erupted in giggles as they got to the final pages.

At 1:40pm, the class headed out to the yard for PE with Ms. Romero. Students run a lap around the field, then settle into rows to stretch and hear Ms. Romero’s instructions for the day. In PE, they’re starting to practice the skills they’ll need to play a game of whiffle ball in two weeks. Today, they’ll be practicing an underhand throw. Ms. Romero reviews the steps with students, “Aim, pull back, release,” students repeat as they practice the movements with a partner. They wrap up PE with a mindfulness activity, made up of a short sequence of yoga poses, accompanied by belly breathing.

At 2:45, Ms. Castillo rings the bell, which is the signal for students to transition to their guided reading groups. Students grab their book bags of independent reading books, then line up at the door and transition, with smiles to their friends, to their guided reading classrooms. Every student is in a homogeneous guided reading group, with other students at the same STEP level, who need to focus on accuracy, fluency, comprehension, or a combination thereof. Alan travels to the neighboring classroom, UCLA, to be in Ms. Jackson’s second guided reading group, the Blue Whales. He continues to read independently from his book bag and then complete a rhyming center while Ms. Jackson reads with her first group. At 2:52pm, Alan joins Ms. Jackson at the kidney table with 4 other students, excited to continue reading a new book at his “just right” level. The students read and practice making connections between the book and their own lives.

At 3:45, Alan returns to USC for gratitude circle and dismissal. He drops off his book bag and heads to join the circle on the perimeter of the classroom carpet. Ms. Castillo asks, “Who would you like to shout out for showing one of our values today?” Alan is the third student to be called on, sharing, “I want to shout out Juan Pablo for showing courage when he shared his story.” Juan Pablo smiles shyly, and the class gives him a “Shine on, shine on” cheer.

After gratitude circle, each student picks up their homework folder and heads back to their desk to read until their family comes to pick them up. As Ms. Castillo opens the classroom door, Alan sees that his mom is first in line. Jessica chats with Ms. Castillo as Alan puts his pencil away and pushes in his chair. Alan gives Ms. Castillo a high five and gives his mom a big hug. “Mama! Guess what! We’re going on a field trip! To an art museum! And we get to ride a bus!” Ms. Castillo smiles and waves goodbye, saying, “See you in the morning, Alan!”

Element 2– Measurable Pupil Outcomes and Element 3 -Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(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.

Measureable Goals of the Educational Program

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

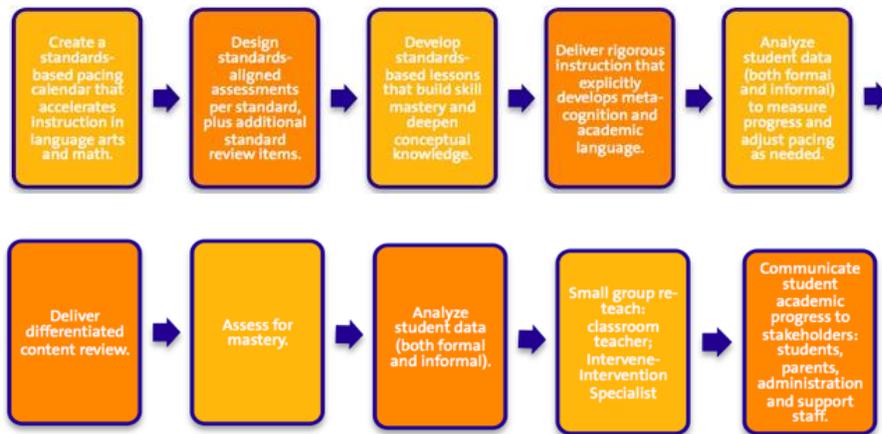
Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Instructional Cycle and Assessment

All K-8 teachers will 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 will follow an adapted version of this cycle, while reading and writing will follow Lucy Calkin’s Reading and Writing Workshop model. This method of instruction focuses on the goal of fostering lifelong readers and writers. Professional development, grade-level planning and 1:1 check-ins between leadership team and teachers will 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.

Figure 13 shows the ten steps of the K-8 instructional cycle. While the first step will be completed in the summer, the following steps in the cycle will be ongoing.

Figure 13: K-8 Steps of Instructional Cycle



K-8 will work to ensure that all students will score at Standard Met or Standard Exceeded levels in ELA and math on the CAASPP assessment. All students in grades 3-8 take the CAASPP each spring. Additionally, all students in grades K-8 will take an ELA and Math norm-referenced test such as the MAP in the fall and the spring. Detailed reports by student and by class will be created to facilitate in-depth analysis and data informed decision-making. Teachers will look at multiple sources of data, including daily exit tickets to identify the students who have not yet mastered the standard. Teachers will then work with the leadership team to identify the proper interventions. Thoroughly analyzing annual student achievement results will allow the staff to reflect on teaching practices and identify areas of strength and areas of weaknesses to improve in the upcoming years.

Each year K-8 will disaggregate school-wide MAP, or other norm-referenced equivalent, data by gender, race, English Learner status, Special Education status, socioeconomic status, and other relevant subgroups and analyze those data to make any needed adjustments to the instructional program. The Charter School expects K-2 students in each subgroup to meet the Charter School's MAP performance goals listed in Element 1. MAP data for individual students is reported to each student's family during parent conferences at the beginning of the year and as well as at the end of the year. Additionally report cards will be provided to students/families four times a year. Progress reports will also be sent home intermittently as students take assessments weekly. Teachers will adjust or enhance instructional strategies based upon the results for each individual student and class. Any substantial disparities in improvement across subgroups may result in modifications to curriculum, schedule, school staffing, or provision of support services.

K-8 shall adhere to all state testing requirements applicable to charter schools. As established in the previous section, K-8 will utilize diverse assessments that are aligned with the California Common Core State Standards, curriculum and instructional program, and compliant with state mandates. These will be administered according to the assessment cycle described within this Element. Further, K-8 affirms that its methods for measuring pupil outcomes for the State Priorities, as described above in this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

K-8, like all KIPP LA schools, believes that data is a powerful instructional tool. K-8's data will be shared openly with KIPP LA management and other KIPP LA schools. Further, at regular intervals the data will be shared with KIPP LA's board. Annually, K-8's leadership team will provide an update to its students and parents about school wide academic performance. The school wide data is shared during School Site Council Meetings, which are open and publicized to the school community, also during our LCAP Annual Updates and feedback sessions, and finally 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 the Standards-based Tests in Spanish (STS). All students who are English Learners as identified by their Home Language Survey will take the ELPAC each year as required.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessments

K-8 will administer initial assessments, exit tickets, and regular unit assessments in an effort to determine where students are performing at any given time. These assessments will 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, the students will be given teacher-created, standards-based initial assessments in order to determine their levels in key performance areas. These initial assessment results will be discussed and analyzed in depth to determine ways to differentiate instruction based on the needs of the students. Teachers will discuss the data collaboratively to share ideas and effective strategies to drive forward student achievement. Teachers will also use this data to create fluid intervention groups in which they will target specific needs of students. These assessments will also serve as a beginning point in which progress will be monitored and measured against.

Exit Tickets, Unit Assessments

Using the initial assessments as a baseline for student groupings and instructional implementation, K-8 will also implement 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 will 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, they 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 his or her answer and discuss in real time any challenges. When students do not successfully complete an exit ticket, the teacher will direct them to further work on that particular topic either through independent tasks or on adaptive software programs, or by re-teaching.

In addition to exit tickets, K-8's teachers will administer unit assessments. Using the standards-based pacing calendar, teachers will utilize curricular assessments to appropriately measure mastery of the topics taught in the previous unit. All assessments will be aligned with CCSS, NGSS, and state content standards.

These formative assessments will often be administered online, allowing for immediate collection of responses and easier analysis through Illuminate. Teachers will 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 will 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 will continue to discuss their student's' progress in mastering standards, analyze student work, and discuss best practices. Each teacher

will receive one-on-one coaching, from a member of the leadership team, which will, in part, focus on planning, lesson observation, feedback, and informal assessments as they relate to student outcomes on formative assessments.

Ultimately, these unit assessments will 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 K-8’s goals for unit assessments.

Performance expectations for these assessments can be found below:

Figure 14: K-8 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

KIPP LA Schools maintains extensive data on student demographics, performance, and participation in special programs for all of its charter schools. These data are stored in our student information system, Illuminate. Illuminate will allow K-8 to collect, analyze, and share data on student performance on formative and summative assessments easily. The KIPP LA Academics Team maintains the database system and ensures confidentiality and security.

Through Illuminate, our teachers will be 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 the Illuminate assessment system;
- Other student-level data as necessary.

Using Illuminate and the KIPP LA-created student data dashboard, K-8's administrators and teachers will be 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 will allow data to be aggregated by student subgroup, classroom, and grade level. Additionally, Illuminate will allow teachers to create and administer assessments and easily collect data on student performance on those assessments, including the unit assessments discussed above. Teachers will 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 will 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:** Team will ensure that the data we use 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 will reflect on their classroom data by submitting reflection forms and conducting error analysis on all assessments. Grade levels will 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 will meet to review school wide results and create plans to support teachers/grade levels as needed.
- **Analyzing Student Work:** On a regular basis, teachers will come together to analyze student work or exit tickets. The aim is to identify student misconceptions early and clarify during a reteach block.
- **Uni/Lesson Plan Reviews:** Weekly, grade levels will 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 make-up of small groups will be made to ensure all students are receiving differentiated instruction.
- **Program Alignment and Design:** Through data acquisition, reflection, and analysis, K-8's teachers will ensure that our instructional model is aligned with relevant content and standards, as well as student growth. This process will ensure that the teaching strategies and practices we employ are appropriate and supportive of the outcomes and overall design of the academic program.

In addition to assessing student data to tailor instruction, K-8 will also use data to assess teacher progress towards professional growth goals including student progress and proficiency. These data are incorporated into teacher evaluations and reviews.

Finally, K-8 will use student performance data to assess our educational program and ensure that we are meeting our goals as outlined above. K-8's leadership, in concert with the KIPP LA academic team, will analyze student formative and summative assessment data to determine whether K-8 is on track to meet its academic goals by the end of the year. In cases where projections fall behind goals, KIPP LA staff will work with the K-8 leadership to augment instruction, intervention, or curricula to put learning back on track and progressing.

Grading Policy

K-8 will administer grades based upon student's mastery of the California Next Generation Science Standards, California Content Standards, and CCSS. Grades will be 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. Grades for the Lower school will be based on a numerical scale of 1 – 5 corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs.

Figure 15: Sample Report Card

Elementary

2019-2020

Name: _____

Grade: _____

Homeroom: _____

Keep track of your child's grade online, anytime!
<https://kippla.illuminatehc.com/login>

Attendance				
	Q1	Q2	Q3	Q4
Absent				
Tardy				
Truant				

GPA				
Q1	Q2	Q3	Q4	Cumulative

Grading Scale							
A+	98-100%	B+	88-89%	C+	78-79%	F	0-69%
A	94-97%	B	84-87%	C	74-77%		
A-	90-93%	B-	80-83%	C-	70-73%		

Course	Teacher	Q1	Q2	Q3	Q4	Current Quarter Comments

Student:	School Year: 2016-17
Teacher:	Grade:

Subject	Grades			
	Q1	Q2	Q3	Q4
English Language Arts				
Reading: Literature				
Reading: Informational Text				
Reading: Foundational Skills				
Writing				
Language				
Speaking and Listening				
Math				
Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Measurement and Data				
Geometry				
Enrichment				
Music				
Art				
Spanish				
Science				
Social Studies				
Physical Education				

Key to Academic Grades			
3	Advanced	2	Below Basic
4	Proficient	1	Far Below Basic
3	Basic	-	N/A

Key to Character Strength Grades			
5	Strength	AG	Area of Growth

Attendance				
	Q1	Q2	Q3	Q4
Tardies				
Truancies				
Absences				
% Present				

Character Strengths				
	Q1	Q2	Q3	Q4
Zest				
Grit				
Self-Control: School work				
Self-Control: Interpersonal				
Optimism				
Gratitude				
Social Intelligence				
Curiosity				

Homework				
Q1	Q2	Q3	Q4	EOY Goal
				90%

Teacher's College Reading Level				
Q1	Q2	Q3	Q4	Grade Level EOY Goal
				J

Sight Words				
Q1	Q2	Q3	Q4	Grade Level EOY Goal
				300

Fluency				
Q1	Q2	Q3	Q4	Grade Level EOY Goal
				90 wpm

MAP Scores				
	Fall	Winter	Spring	Grade Level EOY Goal
ELA				
Math				

Teacher Signature		Date:
Parent/Legal Guardian Signature:		Date:

Promotion and Retention Policies and Procedures

K-8, like all KIPP LA schools, will follow KIPP LA's Board Policy on Acceleration and Retention. K-8 expects students to progress through each grade level within one school year. To accomplish this, instruction will accommodate the variety of ways that 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.

When high academic achievement is evident, based on student work, participation and assessments, the School Leader or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year, the School Leader or designee shall identify students who should be retained and who are at risk of being retained in accordance with the following criteria. Students shall be identified on the basis of grades. The following other indicators of academic achievement shall also be used:

- Failure in one or more classes/subjects;
- Excessive (10) absences and/or tardies (3 tardies/early leaves = 1 absence);
- Scoring nearly met or below on standards based assessments and or not meeting grade level goals;
- The Charter School's decision regarding promotion and retention will be based on the totality of the circumstances and will be final and binding, subject to appeal as described below;
- CAASPP and MAP testing can be used in combination with school performance to recommend retention prior to the next school year.

Students who are at risk of retention will have a minimum of two (2) Student Success Team meetings prior to retention. The SST process is described previously in this petition in the section pertaining to intervention. The School Leader or designee will notify the student's parent or guardian prior to end of 3rd quarter if the student is at risk of retention. Upon the conclusion of the school year, the student's teacher(s), in consultation with the 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 or designee, who will meet with the parent/guardian and review the decision of the teacher(s). The School Leader's decision may be appealed to the Executive Director or the Executive Director's designee.

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(b)(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 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 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(b).

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.⁷

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 Public Records Act.

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.

⁷ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. 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.

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 will be a directly funded independent charter school and will be operated by KIPP LA Schools, a California nonprofit public benefit corporation, pursuant to California law upon approval of this charter. KIPP LA has obtained 501(c)(3) tax-exempt status. The Charter School will operate 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(c), 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.

Submitted with the charter petition, please find the KIPP LA Schools Articles of Incorporation, Bylaws, and Conflict of Interest Code and Policy.

Organizational Chart

A single board governs KIPP LA Schools by providing leadership, support and oversight of the organization. The Board of Directors is responsible for hiring the Chief Executive Officer. KIPP LA's management team hires all other positions within KIPP LA.

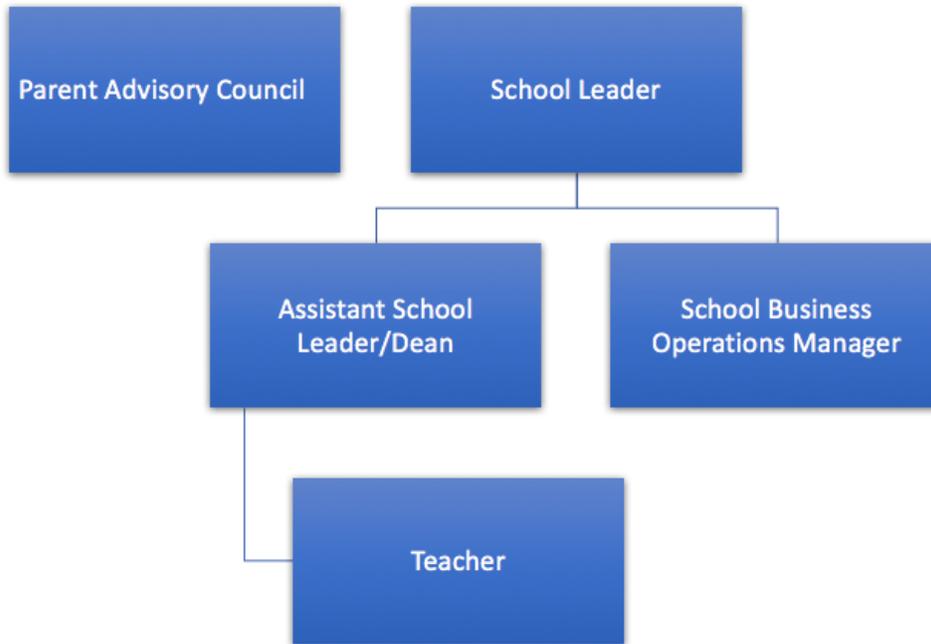
The governance structure of KIPP LA Schools achieves two primary objectives:

1. To promote the success of the Charter School and its students through community-based support, involvement, and local responsibility; and
2. To ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated across the nation.

Figure 16: The Charter School Organization Chart



Figure 16a: School-Level Organization Chart



Role of Governing Board

The KIPP LA Schools Board of Directors (the “Board”) will include several standing committees, Figure 17, designed to enhance the operation of the Board and provide additional oversight. The Board and all standing committees hold public meetings in accordance with the Ralph M. Brown Act. KIPP LA has the following standing committees:

Finance. 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. The Governance Committee ensures the constant 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 recruiting, nominating, training and education.

Audit. The Audit Committee oversees accounting and financial reporting processes including internal controls, and will retain and oversee the Charter School’s annual fiscal audit.

Student Disciplinary Procedures. The Student Discipline Committee oversees the due process for student suspensions and expulsions.

The current makeup of the KIPP LA Board of Directors Standing Committees include: Audit Committee - 3 members; Finance Committee - 4 members; Governance Committee - 4 members; Student Discipline Committee - 3 members; Real Estate Committee - 4 members

The KIPP LA Schools Board may also use, from time to time, ad hoc committees as well as task forces to help with specific issues or projects including special events, real estate/facilities, etc.

Figure 17: The Charter School Standing Board Committees



Duties of Chief Administrative Employees

The Chief Executive Officer, who reports to the Board, is responsible for the management and operations of KIPP LA. He or she helps support the Audit Committee, the Governance Committee and the full Board. The Chief Executive Officer's direct reports include:

Chief Academic Officer ("CAO"). The CAO is responsible for the operation and oversight of all KIPP LA schools. The CAO's team manages, coaches and supports school leaders; provides data support including the student information system and the student achievement system; and leads public grants programmatic support and compliance. The Director of Special Education and the Managing Director of Academics also report to the CAO. The CAO helps support the Parent Engagement ad hoc committee and the Student Discipline Committee of the Board.

Chief of Staff (“COS”). The COS is responsible for planning, project management and systems rollout, board management and special projects. The COS fills in during leadership vacancies within the senior leadership team described in this section, to provide additional management support. The COS helps support the Governance Committee and the full Board.

Chief of Finance & Operations (“CF&O”). The CF&O oversees all financial, operational and Human Resource aspects of KIPP LA. The CF&O is responsible for ensuring the financial well-being of the organization and ensures that all operational compliance is met. He supports both the Audit and Finance Committees.

Chief of Innovation & Technology (“CIT”). The CIT oversees KIPP LA’s technology efforts including core infrastructure, student and teacher device support as well as our online curriculum.

Chief of External Impact (“COEI”). The COA oversees KIPP LA’s fundraising, marketing, public relations, and volunteer efforts.

Director of Real Estate. The Real Estate Director is charged with finding, securing, and developing KIPP LA’s real estate and ensuring that all facilities meet the necessary requirements of a school.

Managing Director of KIPP Through College (“KTC”). The KTC Director leads KIPP LA’s alumni support efforts, through the regional KIPP through College team, which include high school placement and support, college access, and college retention. KIPP LA currently supports approximately 1,700 alumni in high school and college.

Governing Board Composition and Member Selection

Composition of KIPP LA Schools Board of Directors

The KIPP LA Schools Board of Directors is comprised of community members. The authorized number of directors on the KIPP LA Schools Board shall not be less than three (3) and not greater than twenty (20). Board members serve three-year terms. The Board is comprised of individuals with experience in education, nonprofits, entrepreneurial growth companies, legal, real estate, community service, philanthropy, media and education policy. KIPP LA Schools seeks to have a diverse board that can provide a variety of expertise, opinions, and perspectives to help the organization continue to improve. Please see attachment for a list of KIPP LA Schools Board members.

The KIPP LA 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 Los Angeles. The mission of the Board of Directors of KIPP LA Schools is to provide the leadership, commitment, support, advocacy, and oversight that will ensure the fulfillment of KIPP LA’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.

Qualifications of KIPP LA Schools Board Members

KIPP LA Schools' Chief Executive Officer will work closely with the Board of Directors to ensure that Board members fully support the school's mission, culture, and goals. The Board will represent a cross section of Los Angeles and will include persons with expertise in real estate, education, management, finance, and law. 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 LA Schools;*
- *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; and*
- *Specific knowledge, experience, and/or interest in at least one element of governance for KIPP LA Schools.*

New members of the Board of Directors or members seeking another term will be 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 LA Board of Directors is focused on the needs and expectations of KIPP LA. We achieve this by ensuring potential candidates are invested in KIPP LA's mission, understand the expectations for Board participation, and have a vision for their contribution to the Board. We will achieve this alignment through the following Board recruiting process:

- 1) Board or staff member who knows the prospect will have an initial conversation with the prospect to gauge interest and dedication to KIPP LA's mission.
- 2) Cultivation of the prospective Board member. Ensure alignment between the needs and expectations of KIPP LA and the needs and expectations of the individual. This will be achieved by:
 - a) Investing candidates in the mission of KIPP LA
 - b) Setting expectations for prospective Board members
 - c) Creating a vision for how Board membership meets the needs of both the individual and the organization
- 3) Board or staff member who knows the prospect will recommend the prospect to a Governance Committee member or the Chief Executive Officer.
- 4) Board Governance Committee, a committee of the KIPP LA Schools Board, reviews the prospective board member's qualifications, fit and desire to serve.
- 5) Chief Executive Officer, Chief of Staff, and Board Governance Committee cultivates prospective Board member:
 - a) Prospective Board member receives information concerning the history and future plans of KIPP LA Schools, including the KIPP LA Schools Board handbook and annual report;
 - b) Prospective Board member visits one or more KIPP LA schools;
 - c) Prospective Board member meets with Chief Executive Officer;

- d) Prospective Board member attends a Board meeting;
 - e) Prospective Board member interviews with Governance Committee member(s);
 - f) Prospective Board member meets with member(s) of Governance Committee where requirements and responsibilities of KIPP LA Board are explained and agreed upon.
- 6) Board Governance Committee presents formal recommendation to the full Board of KIPP LA Schools; Board votes on prospective candidate.
 - 7) Board Chair meets with prospective candidate and extends offer to join KIPP LA Schools Board.

Roles and Responsibilities of KIPP LA Schools Board Members

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

1. Forward the mission of KIPP LA
 - *Understand and support KIPP LA's mission as a unique community resource in South and East Los Angeles and as a part of the larger KIPP movement;*
 - *Serve as ambassadors and advocates for KIPP LA by promoting the mission within personal networks and the broader community;*
2. Influence strategy
 - *Review and provide feedback on both the short and long term goals and strategic plans of KIPP LA to help the organization further its mission and achieve its vision;*
 - *Develop the strength of the board through assessment, recruitment, self-assessment and training;*
3. Lead & Govern
 - *Be an informed and engaged stakeholder, including attendance at Board of Directors meetings and committee meetings;*
 - *Understand and comply with the regulatory and legal requirements required of a director of a public agency;*
 - *Ensure that KIPP LA complies with state and federal regulations and upholds the mission of the charter;*
 - *Approve operational policies that support the mission and goals of KIPP LA;*
 - *Review, advise, support and hold accountable the Chief Executive Officer of KIPP LA Schools;*
4. Oversee administration
 - *Approve the budget and all financial commitments over \$100,000 or any incurrence of debt, provide fiscal oversight and develop and monitor the organization's programs and services;*
 - *Ensure that KIPP LA Schools including the Charter School is compliant with its internal policies and procedures;*
 - *Comply with all meeting requirements and administrative functions as outlined in the charters and bylaws;*

- *Review and understand KIPP LA Schools academic performance results as compared with stated goals and similar schools;*
 - *Review and approve resolutions, applications and compliance report submittals as necessary to operations;*
5. Participate in fundraising
- *Actively participate in fundraising to ensure that KIPP LA has adequate resources to achieve its goals.*

Board Professional Development

To prepare each new Board member to quickly become an asset to KIPP LA Schools, there is an extensive orientation plan in place. The following are 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 LA 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 (authorizers, funders, 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)
- Mandatory Brown Act training on an ongoing basis, so that Board members can continue to make positive contributions to the organization the following is in place for continuing Board member education:
- Annual mandatory Brown Act 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 LA events and school functions and attendance at the KIPP School summit.
- Responsibility for setting new Board members up for success and accelerating their contribution is shared between the KIPP LA Board (e.g. Board Chair and Governance Committee) and the KIPP LA senior leadership team (e.g. Chief Executive Officer and her direct reports).

Governance Procedures and Operations

Meetings of KIPP LA Schools Board of Directors

KIPP LA Schools Board of Directors holds public meetings in accordance with the Ralph M. Brown Act. KIPP LA Schools Board of Directors and its committees are subject to the Brown Act. Board members will support the mission of the school and serve on the Board voluntarily. In the conduct of meetings the KIPP LA Schools Board will:

- Publicly post an agenda at least 72 hours prior to all Board meetings in accordance with the Ralph M. Brown Act requirements. Agendas are posted on KIPP LA’s website and are available on the website for each individual school. Additionally, the agenda is posted on the main entrance of each individual school and at KIPP LA’s offices;
- Hold all meetings within the boundaries of LAUSD or LA County, preferably at a KIPP LA school or the School Success Team office;
- Set aside time at each meeting for public comment on agenda and non-agenda items;
- Conduct all votes in public, unless a vote is permissibly cast in closed session;
- Upon request, provide to members of the public copies of any materials provided to the Board (unless specifically exempted by the Brown Act or Public Records Act.);
- Approved minutes from the previous Board meeting are posted on KIPP LA’s website.

The KIPP LA Schools Board of Directors will meet at least quarterly (four times per year or more). The annual meeting schedule is created in advance of the year in collaboration with the Governance Committee and KIPP LA management. Meetings will be 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 these Bylaws.

Abstention Process

In the case of a Board Member who chooses to abstain from a vote, KIPP LA adheres to “Robert’s Rules of Order” concerning abstentions. They are as follows:

- 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 use of conference telephone or electronic video screen communication. Participation in a meeting through 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.

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 LAUSD's or LA County's jurisdiction;
- Additional teleconference locations may be made available for the public;
- Each teleconference location must be specifically identified in the notice and agenda of the meeting, including a full address and room number, as may be applicable;
- 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. Any meeting may be held by 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: (a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within the boundaries of the Los Angeles Unified School District or Los Angeles County; (b) All votes taken during a teleconference meeting shall be by roll call; (c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting; (d) 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; (e) 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; and (f) 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 will build 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 in person, and via home visits. Through the avenues detailed below, parents are involved and engaged in Charter School governance.

Our collaboration with parents is an indispensable part of our school. We view our parents as partners in the education of their children and seek their input regularly through our parent groups. With these groups, parents have the opportunity to be leaders in many of the Charter School's extracurricular activities (like the winter and spring concerts), voice their ideas, attend educational workshops, and learn more about what goes on in our school. The Charter School will also engage 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 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school; however, we will host at least one official LCAP meeting annually.

The Charter School will have a School Site Council (SSC) that will meet once a month, in conjunction with other parent groups, and is made up of teachers and parent and led by an administrator. We will have equal parts school representatives and parent, community representatives. Each person, except for the school administrator, will be elected by his or her peers to serve on the SSC. The SSC main responsibilities will be to review the school plan's such as LCAP and the LEA plan addendum.

The school will also have a parent leadership group that will meet once a month, in conjunction with other parent groups to provide the school with feedback and to organize volunteering efforts. This will include the option for parents to join KIPP LA region wide parent groups such as the Family Ambassadors group already in existence.

All KIPP LA Board members are asked to visit at least 1 school The School Forum is a sub set of board members who visit at least three schools a year where they speak with leadership and engage with parents. The schools are selected on a rotating schedule and vary in location, type and size. We will also dedicate a significant amount of time to parent education. Parent education covers several topics including how to best help their children succeed academically, to informing parents of the programmatic and funding requirements our school complies with. Teachers will hold office hours to support and train parents. In addition, we will offer Back to School Night, Literacy Night, Math Night, Living the College Dream, Standardized testing Night, and College Readiness Night.

Parents will help the entire classroom community, not just their child. The objective is twofold; we want parents to take ownership of the education all children are receiving and students to understand that their parents are also their teachers. While doing this, we will build a strong sense of community, collaboration, and internalize the "we are all in this together" mentality.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. 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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

The Charter School’s leadership team is led by Co-School Leaders who report to the Director of School Support who reports to the Managing Director of Academics. The Managing Director of Academics reports to the Chief Academic Officer. The Co-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 Charter School’s leadership team includes the Co-School Leaders, Assistant School Leader, Dean, and School Business Operations Manager. Certificated staff includes lead teachers, apprentice teachers, instructional support coaches, and special education service providers. Non-certificated staff include after school program instructors, instructional aides, office associates, and school lunch aides. The Dean and School Business Operations Manager report to the Co-School Leader. Special education staff includes the special education coordinator, school psychologist, and speech and language pathologist, all report directly to the Director of Special Education who is employed at the regional level. The Resources Specialist reports jointly to the Director of Special Education and the Co-School Leader. Figure 18, below, outlines all staff positions qualifications at the Charter School.

Figure 18: KIPP LA Schools Job Qualifications

School Administration
Types: School Leader, Assistant School Leader, Dean
<p>All positions do have the same minimum education qualifications; we have grouped them together as they are the decision makers at the schools. Based on school need, and staff strengths the school leader may assign the duties outlined as they see fit.</p> <p>Minimum Qualifications for all Administration:</p> <ul style="list-style-type: none"> ▪ BA required; MA preferred. ▪ Minimum of three years of successful, full-time, lead teaching experience required ▪ Minimum of 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 ▪ Sense of humor ▪ Unquestioned integrity and commitment to the mission and values of KIPP LA Schools
SCHOOL BUSINESS OPERATIONS
Types: School Business Operation Manager, Office Manager, Bilingual Office Associate, and Operation Aides
<p>As all of the positions support operations we have grouped them together. The SBOM is the leader for operations at the school and manages both OM and Bilingual Ops Aide</p> <p>School Business Operation is critical to the successful and efficient operation of KIPP LA school sites. The operations team implements and maintains clear systems that allow the School Leaders and instructional staff to drive superior student achievement outcomes. This includes managing the School Nutrition Program, Student Information and Attendance Reporting, Health and Safety, Insurance, and Facilities as well as ensuring that the Charter School is in compliance with all applicable local, district, state, and federal laws and regulations. S/he will work closely with the School Support Team in its efforts to provide the Charter School with operational and financial guidance and assistance. The School Business Operations Manager will manage operations staff including an Office Manager/Office Associate(s) and will report to the School Leader.</p> <p>Qualifications</p> <ul style="list-style-type: none"> · A Bachelor's degree from an accredited college or university required · Master's degree preferred for School Business Operations Manager · High School Diploma for Operations Aide · Minimum 2 years of professional experience, 4 preferred with at least one year of managing others · Spanish language skills is a plus · Prior school or nonprofit experience preferred · Ability to work in a Windows and Macintosh environment · Experience managing data

- The ability to work autonomously
- Demonstrated initiative, leadership, and tenacity
- Strong commitment and passion for KIPP LA’s mission and values.

Instructional & Support

Types: Instructional Coach, grade/ Department Leader, Core, Elective, and Intervention Teacher, Instructional Assistant, SPED Teacher

Instructional Coach

The Instructional Coach is a leadership position. The Instructional Coach will work in conjunction with teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about research-based effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers. The Instructional Coach will execute the following necessary responsibilities to meet this vision.

Grade Level/ Department Leader

The grade level leader is a leadership position. The grade level leader will work in conjunction with the School Leader to invest a grade level team of mission-driven educators in the instructional vision for the grade level and execute the necessary components to meet this vision.

These components will include:

- Setting high, but achievable standards for student achievement,
- Analyzing student data and facilitating next steps to ensure continued achievement,
- Overseeing grade-level culture and discipline.

Success in this role will be measured by grade-level student achievement and ability to align priorities, instruction and grade-level culture to the school-wide vision, mission and values. The grade level leader will develop a Reflection and Development Plan that includes functional goals based on student achievement and developmental goals aligned with our school-based competency model. In order to meet goals, the dean will participate in weekly planning meetings and weekly check-ins with the School Leader.

Teacher

KIPP LA Schools seeks dynamic educators to teach our students. The primary responsibilities of a KIPP LA 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 LA teachers report to and are evaluated by their school’s leader.

Resource Specialist Program Teacher

The Resource Specialist Program (RSP) Teacher will provide individualized instruction and support to students with special needs at one or more of our elementary and middle schools.

S/he will dually report to the Director of Special Education and the School Leader(s).

Instructional Assistant

IA’s assist teachers in the classroom with providing instruction, doing checks for understanding, and providing overall support.

Qualifications and desired characteristics:

- BA or BS required; and MA or MS preferred;
- Four years of successful full-time teaching experience serving a similar student population;
- Excellent organizational, planning and implementation skills;
- Ability to manage ambiguity and multiple priorities inherent in entrepreneurial environments;
- Relentless results-orientation and strong sense of purpose;
- Ability to establish relationships and communicate effectively with multiple constituencies;
- Reflective and able to execute in an efficient and effective manner with managers, & support staff
- Unquestioned integrity and commitment to the KIPP LA mission
- For teachers teaching core subjects (math, science, social studies, English language arts) and RSP, Possession of a valid internship, preliminary, or clear teaching credential with ELA authorization required.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

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 school site 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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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 grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

In order to provide safety for all students and staff, KIPP LA 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 Co-School Leader and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District for review upon request.

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 will be 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. KIPP LA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. Also, KIPP LA will comply with the state and federal laws concerning the maintenance and disclosure of employee records. 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 Co-School Leaders of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Co-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 will be mandated child abuse reporters and will 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, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be 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 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th 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.
1. A description of the risk factors and warning signs associated with type 2 diabetes.
1. 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.
1. A description of treatments and prevention methods of type 2 diabetes.
1. A description of the different types of diabetes screening tests available

Suicide Prevention Policy

The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne 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.

Custodian of Records

The Director of Human Capital and the Human Resources Generalist will serve as the custodian of records for the Charter School.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook, drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

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. A certificate of occupancy before the start of school will be provided.

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, 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 of other basis protected by federal, state, local law, ordinance, or regulation or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. 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.

Promoting Health and Wellness

The Charter School will ensure that the Charter School is a safe and healthy environment for teaching and learning. The Charter School will promote health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. The Charter School utilizes Revolution Foods, a leading provider of high quality food, as its food service provider. The Charter School provides a healthy breakfast, lunch and snack for its students. Revolution Foods exceeds the requirements of the Healthy, Hunger-Free Kids Act. Specifically foods and snacks

offered include whole grains, low fat dairy, fruits, vegetables and proteins as their main ingredients. They are also lower in fat, sugar and sodium and provide more of the nutrients our students need.

In addition to providing healthy food choices, the Charter School, in collaboration with Revolution Foods, provides nutritional education for students and parents.

Finally, the Charter School provides a rigorous physical education program designed to help our students stay healthy and active. As described above, our students participate in physical education twice a week. Additionally, we will seek to secure a school location with a large play area and/or playground for students to use during recess.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(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.

Outreach to Achieve Racial and Ethnic Balance

The Charter School will partner with KIPP LA Schools Student Recruitment Support Team to develop and implement an annual comprehensive student recruitment plan rooted in established national best practices for recruiting students to achieve racial and ethnic balance. The plan has been designed to ensure that outreach is targeted towards racially and ethnically diverse underserved students in the Charter School’s surrounding communities. During the interest and enrollment periods, the Charter School affirms that it will provide 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 recruitment process and requirements.

Each year, the Charter School will implement a multi-pronged recruitment strategy that cuts across the five key areas of student recruitment that have proven to yield optimal outcomes: leveraging families and KIPP LA partners, community engagement, creating partnerships with feeder pre-K and head start programs, marketing, advertising, flyering and neighborhood canvassing. Such student recruitment practices include:

- Enlisting support from current KIPP LA families to provide referrals, conducting open houses, providing information about enrollment at Los Angeles-wide education exhibitions, community events, resource fairs, and public housing development council meetings

- Targeting the siblings of current KIPP LA middle students to enroll in the Charter School. These students and families already know the expectations and culture of KIPP and could become a base for further student recruitment.
- Connecting with pre-K programs, childcare centers, and day cares to create partnerships to identify potential families and students.
- Providing opportunities for families to meet with school staff and learn more about the academic program, 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 towards student recruitment.
- Targeting community events and community organizations to build relationships and spread information about the Charter School, such as local festivals and celebrations. Community events are good places to connect with families and potential students who may be of age to attend the Charter School.
- Walking the community and knocking on doors to distribute information about the Charter School. Being visible in the community is also essential so that community members meet the Charter School's Co-School Leaders and begin understanding the mission of the Charter School.
- Developing a coordinated and multi-faceted marketing campaign along with tactic aligned collateral to reach families and spread information about the Charter School. This may include newspaper, bus and radio ads as well as flyers, posters, and postcards mailed to surrounding communities.
- Providing lottery interest form access online for families to expand the Charter School's applicant pool.

Generally, the student recruitment activities for the Charter School starts in September. Throughout the student recruitment outreach process, interested families and parents will complete student interest forms and once the interest form period has ended, applications for enrollment. When distributing applications for enrollment, staff and volunteers will clearly explain the goals and expectations of the Charter School to families, parents and/or students. Follow-up meetings will be scheduled and staff will respond to phone call and e-mails from interested parents as quickly as possible.

Recruitment materials and outreach information will be available in both English and Spanish to best spread the word to the community of Maywood. Those conducting outreach and recruitment will speak the language used by families and community members. Recruitment materials will 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 LA 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 on line.

Recruiting students from the immediately surrounding community will ensure that the Charter School maintains the required racial and ethnic balance. The community surrounding our 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 & Family.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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, 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.

Admission Requirements

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g. minimum grade point average, test scores, discipline records, etc.) as outlined in Ed Code section 47605(d)(2)A)

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply 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 his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Outreach efforts will be made by the KIPP LA regional social media and marketing teams that support our schools with outreach and recruitment. KIPP LA schools is always looking to improve past strategies that have included social media posts, radio advertisements, flyers, leaflets and attending community events.

Lottery Preferences & Procedures

The Charter School will implement the following admissions process, including an interest period, public random drawing (“lottery”) if necessary, and official enrollment process. The process and procedures, as well as timeline, will be 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 will be distributed, as appropriate, during the recruitment efforts described above.

Admission Preferences

Preference in the lottery will be given to the following categories of students:

1. Students whose address of residence lies within the published boundaries of the District.
2. Siblings of students currently enrolled at the Charter School.

3. Children of KIPP LA regular employees (as long as that number does not exceed 10% of total enrollment).

Students currently attending the Charter School are exempt from the lottery per Education Code Section 47605(d)(2)(B).

Interest Period

All interest forms (applications to enroll) submitted during the interest period (typically starting annually in the fall) will be collected and recorded in the Charter School's enrollment system and a copy of all interest forms is maintained. Interest forms seek minimal student information and parent contact information only, and are made available both in paper form and online. The dates of the interest period will be made public on the Charter School's website prior to the opening of the interest period. If the number of interest forms received exceeds the capacity of a grade level, a date will be set to hold a lottery to assure all applicants an equal chance of gaining admission in accordance with the preferences listed above. The date of the lottery is also made public on the Charter School's website.

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 will seek a location either in or near the location of the school facility and in a space large enough to ensure all interested parties may observe the lottery. Families who submit interest forms will receive information about the date, time, and location of the lottery from the Charter School in advance. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms will receive preference in the automated lottery system, per the preferences outlined above.

Post-Lottery

All families who submitted an interest form, including both those who did and did not attend the lottery event, will be 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 indicated on the interest form. The letter will indicate whether the child was admitted or waitlisted, and if waitlisted, the number the child is on the waiting list. For students who were admitted to the Charter School, the letter will include steps the family must take and a timeline to return paperwork to enroll the child in the Charter School. The Charter School will maintain 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. The information will be maintained according to state and county document retention requirements as applicable.

Next Steps and Procedures:

Waitlist Procedures

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system. After the lottery, the waiting list is never re-ordered. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be held in abeyance for a subsequent lottery, should the original waitlist be exhausted. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. The Charter School will determine the timeline for wait-listed students to accept admission annually. The waiting list expires annually the day before the lottery for the upcoming 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 Co-School Leaders.

Refinement of Policies

Notwithstanding the aforementioned, the Charter School may refine lottery policies and procedures during the charter term in accordance with a written policy adopted by the governing board of the Charter School. A copy of the revised policy, designed to improve the Charter School's lottery efforts, shall be provided to the District within 45 calendar days of approval by the Charter School's governing Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If refinement of policies and procedures arises to a level that a material revision is required, the Charter School will submit a request for a material revision.

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(b)(5)(l).)

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)(5)(l) 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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. This audit will be 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, and will verify 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 review internal controls.

The KIPP LA Schools Audit Committee will select an independent auditor. The auditor will have, 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 will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. KIPP LA’s Chief of Finance & Operations and Controller will work with the auditor to complete the audit and sent to required agencies.

The annual audit will be completed and forwarded to the District, the Los Angeles County 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 LA Schools' Audit Committee will review any audit exceptions or deficiencies with the Chief of Finance & Operations and the Chief Executive Officer and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors will submit 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.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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 and the MCD, 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, 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

This Pupil Suspension and Expulsion Policy, which constitutes the entire policy, has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are also available on request at the Co-School Leader's office. The Charter School will ensure that the policy in the Student Handbook and the policy in the Co-School Leader's office are consistent.

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 Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("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 mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education

Code, when imposing any form of discipline on a student identified as an individual with disabilities or 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.

Discipline Foundation Policy

Throughout the country, KIPP schools have been extremely successful in teaching and overseeing appropriate student behavior. From initially setting expectations for behavior (such as through the Commitment to Excellence) to consistently discussing and reinforcing what good behavior looks like, KIPP students are constantly acculturated to the Charter School's values and expectations.

By acknowledging positive behavior in the classroom and encouraging students to do the same with their peers, the Charter School's teachers will teach each student the importance of modeling and embodying good behavior. Similarly, 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 classroom at the Charter School will employ a multi-step disciplinary system, which clearly conveys to students the consequences of misbehavior and provides opportunities for improvement. The consistency of this system across classrooms and grade-levels will ensure uniformity of expectations for all students.

- By utilizing a range of progressive disciplinary options, the Charter School will curtail misconduct before there is a need for more serious sanctions. The Charter School is dedicated to working with students and families to address behavior challenges effectively. Potential actions 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 leader;
- Mandatory study hall during and/or after school (with notification to parent(s)/ guardian and overseen by grade level leader;
- Loss of incentives or privileges;
- Calling plans (requiring the student to call teachers to notify them of homework completion);
- Daily conduct log (in which a student is required to get teacher acknowledgement of appropriate behavior after each class);
- In-school suspension plans, providing opportunity for the teachers or Co-School Leaders to meet with an individual student to discuss misconduct and to determine appropriate consequences;
- Written apology for misconduct;
- 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;
- Disciplinary probation with notice to parents and explanation of required improvement;
- Study teams, resource panel teams, or other assessment-related teams;

- Peer presentations of personal improvement plan;
- Referral to school counselor, psychologist, child welfare attendance personnel, or other school support service staff. 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 will not, under any circumstances, be used as a disciplinary measure with any student. (Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.) This commitment by the Charter School does not limit the rights of the Charter School employee to use force that is reasonable and necessary to protect the employee, student(s), staff or other persons, or to prevent damage to school property.

The Co-School Leaders or a designee (designee will be a School Administrative Staff member) will handle all discipline referrals; and based on the severity of the action, will handle 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 administration will take the individual facts of each case into consideration while determining the best course of action for students. The Co-School Leaders or the designee will document on the disciplinary referral how the action was handled. The discipline referral will be sent home to be signed by the student's parent or guardian and must be returned the following day. A copy of the referral will be given to the classroom teacher and one will be kept on file with the Co-School Leaders or designee.

Suspension and Expulsion Policy

The Charter School's Student Suspension and Expulsion Policy promotes learning and protects the safety and well-being of all students and staff, Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Charter School Leader or Designee will ensure that students and their parents or guardians are notified in writing upon enrollment of all discipline policies and procedures. The policy and procedures will be set forth in the Student and Parent Handbook.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring anytime 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.

Categories for Suspension and 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 the following occur at school or at a school activity off campus. Education Code Section (“EC”) 48915(c):

1. Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. EC 48915(c)(2); 48900(a)(1); and 48900(b)
3. Unlawfully selling a controlled substance. EC 48915(c)(3); 48900(c)
4. 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))
5. Possession of an explosive EC 48915(c)(5); 48900(b)

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

Category 2 offenses require that the School Leader suspend and must recommend expulsion when the following occur at school or at a school activity off campus unless the School Leader determines that the expulsion is inappropriate. EC 48915(a).

1. Causing serious physical injury to another person, except in self-defense. EC 48915(a)(1)(A); 48900(a)(1)
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC 48915(a)(1)(B); 48900(b)
3. 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)(1)(C); 48900(c)
4. Robbery or extortion EC 48915(a)(1)(D); 48900(e)
5. Assault or battery (or attempt thereof) upon any school employee EC 48915(a)(1)(E); 48900(a)(1); and 48900(a)(2)

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

School Leader may suspend and recommend expulsion when the following occur at any time, including but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus; or while going to or coming from, a school sponsored activity. EC 48915(b) and (e)

1. 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))
2. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. EC 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. EC 48900(g); 48915(e)

6. Possessed or used tobacco. EC 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. EC 48900(j); 48915(e)
9. Knowingly received stolen school or private property. EC 48900(l); 48915(e)
10. Possessed an imitation firearm. EC 48900(m); 48915(e)
11. 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 12 inclusive)
12. Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades 4 through 12 inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3; 48915(e) (Grades 4 through 12 inclusive)
14. Made terrorist threats against school officials or school property, or both. EC 48900.7; 48915(e)
15. Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e)
17. 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)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p); 48915(e)
19. Engaged in, or attempted to engage in hazing. EC 48900(q); 48915(e)
20. 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)
21. 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, (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, with respect to the violations set forth in Education Code Section 48900, subdivisions (a) – (e), i.e., the first five enumerated under Category 3 offenses enumerated list above, an out-of-school suspension may be authorized for a first offense. (Additionally, a suspension for any of the above-listed violations is permissible if a student's presence causes a danger to persons or property or threatens to disrupt the instructional process.) Education Code Section 48900.5. Expulsion for a violation of subsections (a) – (e) is permitted based upon the recommendation of the School Leader and a finding by the KIPP LA Board (or a designated committee thereof) that the student committed the offense and that either: (a) other means are not feasible or have repeatedly failed to

correct the behavior; or (b) due to the nature of the act, the student's presence would cause a continuing danger to personal safety. Education Code Section 48915(b)

With respect to the remaining violations set forth above, except as otherwise noted (with respect to acts triggering mandatory expulsion consideration), a suspension is permitted only when other corrective actions have failed 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. Expulsion for these offenses are limited to situations in which the Chief Executive Officer or School Leader/designee has made a recommendation based on a finding that one of these enumerated offenses was committed, and the Board has found (or a designated committee thereof) that either: (a) other means of disciplining are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the presence of the student would cause a continuing danger to someone's personal safety. Education Code Section 48915(e). An appeal of this finding would go to a full Board.

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 the School Leader's designee, to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil 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.

Suspension Procedures

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. Such modifications will be in compliance with the law and may be submitted to the District for review. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law.

Authority

The School Leader, or a designee, determines if a suspension is to be imposed and, if so, the appropriate length.

Informal Conference

Suspension shall be preceded by an informal conference conducted by the School Leader, or designee, with the student with his or her parent/guardian and, whenever practicable, the teacher, supervisor or school employee 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 him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (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 school personnel. If a student is suspended without this conference, both the parent/guardian and 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 school days, unless the parent waives his/her right to it or is physically unable to attend for any reason. In such case, 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, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (EC 48911)

This notice shall state the specific offense(s) committed by the student. (EC 48900.8)

In addition, the notice will state the date and time when the student may return to school. If school officials 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, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (EC 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or 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. As addressed in EC 48903(a), the total number of days for which a pupil may be suspended from school shall not exceed twenty (20) school days in any school year. A student with an IEP can only be suspended 10 days.

Upon a recommendation of expulsion by the Chief Executive Officer, School Leader/Designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Chief Executive Officer, School Leader/Designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing, 15 days, unless the parent/guardian requests to postpone the expulsion hearing for up to 30 calendar days. The student will have the opportunity to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

Suspension Appeals

Within 10 days of receiving the notice of suspension, the parent/guardian may submit a written appeal to the Student Discipline Committee of the KIPP LA Board, which is a subcommittee of the KIPP LA Board of Directors. The Student Discipline Committee will conduct the suspension appeal review. The suspension appeal review will include a review of all evidence that was the basis for the suspension to determine whether the suspension should be sustained. 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 so requests.

Access to Educational Materials

During the period of the suspension, the Charter School will ensure 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, will oversee 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 LA 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.

Authority

The KIPP LA Schools Chief Executive Officer and School Leader/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 LA Schools Board of Directors.

Notice of Hearing

In the event that the Chief Executive Officer, the Chief Academic Officer and/or the School Leader recommend a student for expulsion from the Charter School, the School shall promptly provide written notice to the student and parents/ guardians at least 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 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; and
- 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.

Hearing

The expulsion hearing must occur within thirty (30) school days after the date the School Leader determines that the student has committed any of the acts enumerated in EC48900, unless the parent/guardian requests a postponement of the hearing. Likewise, the hearing shall not be held fewer than ten days following the written notification of due process rights unless the student and family/guardian waive their rights to ten days' notice. (EC 48918).

Once determined that a student has committed an expellable offense, an expulsion hearing is held, in closed session, before an administrative panel of KIPP LA Schools. In connection with such a hearing and to effectuate an unbiased process, no School Leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the administrative panel. KIPP LA School's administrative panel shall consist of three members. The members will include either, school administrators, school support team members, and/or school operations personnel within the KIPP LA Schools region.

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 his/her advocate may present their evidence and arguments, question witnesses, call witnesses, and present materials to the administrative panel for

consideration. A record of the hearing will be made and, if necessary, a translator will be present at the hearing. The student's parent or 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 recording and/or stenography. All documents and/or evidence presented at the hearing shall be maintained at the Charter School and school support office. Upon request, records may be released to the student, student's advocate, or parent/guardian(s) within a reasonable time frame. Said records shall also be provided to the KIPP LA 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. Upon this determination, only the Charter School or the hearing officer may present the testimony of the witness at the hearing in the form of sworn declarations that shall be examined. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The following outlines the 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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, 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 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 administrative panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The administrative panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The administrative panel may also limit time for taking the testimony of the complaining witness to the hours he/she 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The administrative panel may permit any one of the support persons for the complaining witness to accompany him or her 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 person 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 his or her discretion to remove a person from the hearing whom he or she believes 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 pupil being expelled, the complaining witness shall have the right to have his/her 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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, 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. 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 his or her testimony heard in a session closed to the public.

Post Hearing Procedures

Within three (3) school days after the hearing, the administrative panel shall submit their decision to expel to the KIPP LA Board-Student Discipline Committee. The committee shall consist of three (3) members of the KIPP LA School's board that volunteer to serve on said committee. The Student Discipline Committee shall decide within 7 days whether or not to approve the recommendation to expel. Any decision, made by Student Discipline Committee, to accept the recommendation to expel must be based upon a finding of facts derived from the

evidence presented to the administrative panel. Any decision made by 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 LA 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, assign the pupil to another school or class for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the KIPP LA board's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (EC 48917)

Notification to Parent(s)/Guardians(s)

Within three (3) calendar days of the Student Discipline Committee's issuance of a decision, the Chief Executive Officer or designee, will make contact with the parent(s)/guardian(s) via telephone and certified mail via USPS advising them of the committee's decision. Any decision to expel shall include the term of the expulsion as well as details of a rehabilitation plan and will be provided in a formal notice to parent(s)/guardian(s). The notice shall advise the parent(s)/guardian(s) of their right to appeal and access to records of the proceedings.

Right to Appeal

Parents and/or guardians have the right to appeal expulsions to the full board of KIPP LA Schools excluding the members of the Student Discipline Committee who approved the recommendation for expulsion. Members of the Student Discipline Committee will not participate with the full board for the appeal. A parent must submit a written appeal within 10 calendar 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 in which the Student Discipline Committee's decision should be reversed. The appeal must be sent to the General Counsel and/or Chief Academic Officer.

KIPP LA Schools board review is limited to the record of proceeding 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 LA Schools shall review the expulsion record and make a determination as to whether the expulsion should be sustained. The decision of the full board is final. This review will occur within seven (7) calendar days of receipt. .

KIPP LA Schools Chief of Employee Solutions & Legal Affairs 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) that failure to appear at the hearing may be deemed an abandonment of the appeal by the board. Unless otherwise excused by the KIPP LA Schools board, failure of the appellant or parent/guardian 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 LA Schools board may dismiss the appeal.

Students with Disabilities

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of 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.

2. 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.

3. 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, 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 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, 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, 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 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, 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.

4. Due Process Appeals

The parent 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 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 and the Charter School agree otherwise.

5. 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 USC 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 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. 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 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; 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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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(b)(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 will participate in Social Security and will have the option join a 401(k) plan. The Charter School will not participate in the State Teachers’ Retirement System or the Public Employees’ Retirement System. KIPP LA Schools Chief of Employee Solutions and Legal Affairs will be responsible for ensuring that appropriate and timely arrangements for coverage under Social Security and the 401(k) have been made.

Certificated Staff Members

In addition to Social Security, full-time certificated teaching positions can participate in the 401(k). KIPP LA will provide a match to employee’s 401(k) contributions over the following schedule:

1. Up to 2% of the employee’s salary in the first fiscal year of employment;
2. Up to 3% of the employee’s salary in the second fiscal year of employment;
3. Up to 4% of the employee’s salary in the third fiscal year of employment;
4. Up to 6% of the employee’s salary in the fourth fiscal year of employment and beyond.

Non-certificated Staff Members

In addition to Social Security, full-time non-certificated positions can participate in the 401(k) and receive matching contributions according to the schedule identified above.

Other Staff Members

All other staff members will participate in Social Security only.

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(b)(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.

Those who choose not to attend will have the right to attend any other school in their attendance area in keeping with existing enrollment policies of the District and/or see intra- or inter-district transfer in accordance with existing enrollment and transfer policies.

Parents and guardians of each student enrolled in the Charter School will be informed that enrollment in the charter 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. 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(b)(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 LA 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 LA 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 LA 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(b)(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 §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 K-8
3601 E 1st
Los Angeles CA 90063

- 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 K-8
3601 E 1st
Los Angeles CA 90063

- 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.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

Element 15 – Charter School Closure Procedures

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

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

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

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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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 (likely the CEO) 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, and the California Department of Education of the closure as well as the effective date of the closure. 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 they 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"), 20 U.S.C. § 1232g. 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 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 practical, 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 provided 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 the Board of Education of the City of Los Angeles 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.
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. *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.*

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 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance 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."

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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

KIPP K-8 (also referred to herein as “KIPPK8” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

“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(b)(5)(A)(i).)

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

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan *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).

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.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. 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.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The

requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(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.

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(b)(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 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 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(b).

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.⁸

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 Public Records Act.

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

⁸ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. 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.

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.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. 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(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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 AB 1432 (2014).

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.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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.

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 school site 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.

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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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 grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(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.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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, 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.

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(b)(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)(5)(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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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 and the MCD, 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, 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.

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(b)(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.

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(b)(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.

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(b)(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.

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(b)(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 §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

Director/Principal
[Charter School Name]
[Charter School Address]

- 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

Director/Principal
[Charter School]
[Charter School Address]

- 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 – Charter School Closure Procedures

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

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

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

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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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.

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 the Board of Education of the City of Los Angeles 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.

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. *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.*

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 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance 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.”

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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)