



KIPP K8 – KIPP Corazón Academy
Charter Petition

For the term July 1, 2017 – June 30, 2022

Submitted to the Los Angeles Unified School District

September 20, 2016

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KIPP K8 (also referred to herein as “KIPP K8”, “KIPP Corazón Academy”, “KCA” 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).)
- 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 by or as 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 1 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 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 (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 annual update.” (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 the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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.

General Information

● The contact person for Charter School is:	<i>Colleen Kennedy</i>
● The contact address for Charter School is:	3601 East First Street Los Angeles, CA 90063
● The contact phone number for Charter School is:	(213) 489-4461
● The proposed address, or target community by ZIP Code, of Charter School is:	90255
● This location is in LAUSD Board District:	5
● This location is in LAUSD Local District:	East
● The grade configuration of Charter School is:	K-8
● The number of students in the first year will be:	240

<ul style="list-style-type: none"> • The grade level(s) of the students in the first year will be: 	<i>K, 1</i>
<ul style="list-style-type: none"> • Charter School’s scheduled first day of instruction in 2017-18 is: 	<i>August 15, 2017</i>
<ul style="list-style-type: none"> • The enrollment capacity is: (Enrollment capacity is defined as the total number of students who can be enrolled in Charter School regardless of student residency). 	1042
<ul style="list-style-type: none"> • The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: 	<i>Traditional-</i>
<ul style="list-style-type: none"> • The bell schedule for Charter School will be: 	<p><i><u>Lower School grades K-4</u></i> <i><u>Monday : 7:45AM- 1:30PM Early dismissal for professional development</u></i></p> <p><i><u>Tuesday- Friday:</u></i> <i>7:45AM- 4:00PM Regular Instruction, including supplemental time</i></p> <p><i><u>Upper School grades 5-8</u></i> <i><u>Monday: 7:15AM – 1:30PM Early dismissal for professional development</u></i></p> <p><i><u>Tuesday- Friday: 7:15AM – 4:00PM Regular Instruction, including supplemental time</u></i></p>
<ul style="list-style-type: none"> • The term of this charter shall be from: 	<i>July 1, 2017 to June 30, 2022</i>

KIPP K8 is to be part of KIPP LA Schools (“KIPP LA”). KIPP LA operates 13 public charter schools within the Los Angeles Unified School District (“LAUSD”). After the Letter of Intent was signed, KIPP K8 received approval from the KIPP Foundation for the name, KIPP Corazón Academy and will be referred to as such and (“KCA”) throughout. KIPP LA currently serves nearly 6,000 students in transitional kindergarten through eighth grade. Additionally, KIPP LA supports nearly 1,300 alumni starting in ninth grade through senior year of college. Ninety percent of KIPP LA students are from low-income families, 98% 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, 82.9% have matriculated into a college or university, and 72% continue to persist in college or have already graduated. KIPP LA is an independent California non-profit 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 Charter School

KCA 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 school in Huntington Park, KIPP Comienza Community Preparatory, for our analysis of community need for this charter school. Thus we have included zip codes 90001, 90002, and 90255 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 KCA is densely populated and is predominately low income. According to 2010 US Census data, on average, these zip codes have 17,838 residents per square mile, far exceeding the population density for Los Angeles County (8,093), the state of California (239), and the US (80). In analyzing the three adjacent zip codes, the 2012 American Community Survey data show that nearly 40% of children and approximately 25% of adults live below the poverty line. Further, nearly 28% of adults have not earned a high school degree and only 9% of adults have a bachelor’s degree or higher. Unemployment is also significantly higher in these areas than in either Los Angeles County, where unemployment is 6.5%, or the country as a whole, where unemployment is 6.1%.

Figure 1: Area Census Data

Characteristic	90001	90002	90255	Average
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Population/sq. mile	16,308	16,729	20,190	17,838
# Square Miles	3.5	3.06	3.72	3.43
Poverty Rate				
Under 18 years	41.4%	43.3%	35.7%	39.6%
18 - 64 years	25.7%	26.8%	22.3%	24.6%
Unemployment Rate				
Male	39.7%	43.0%	30.7%	37.8%
Female	48.7%	38.1%	36.7%	41.2%
Educational Attainment 25 years or older				
Less than High School Graduate	28.5%	28.6%	26.6%	27.7%
High School Graduate (includes equivalency)	22.7%	26.4%	18.8%	22.1%
Some College or Associate's Degree	17.3%	22.6%	14.7%	17.7%
Bachelor's Degree or Higher	7.4%	13.8%	7.7%	9.3%

The student population surrounding KCA 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. KCA 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 KCA.

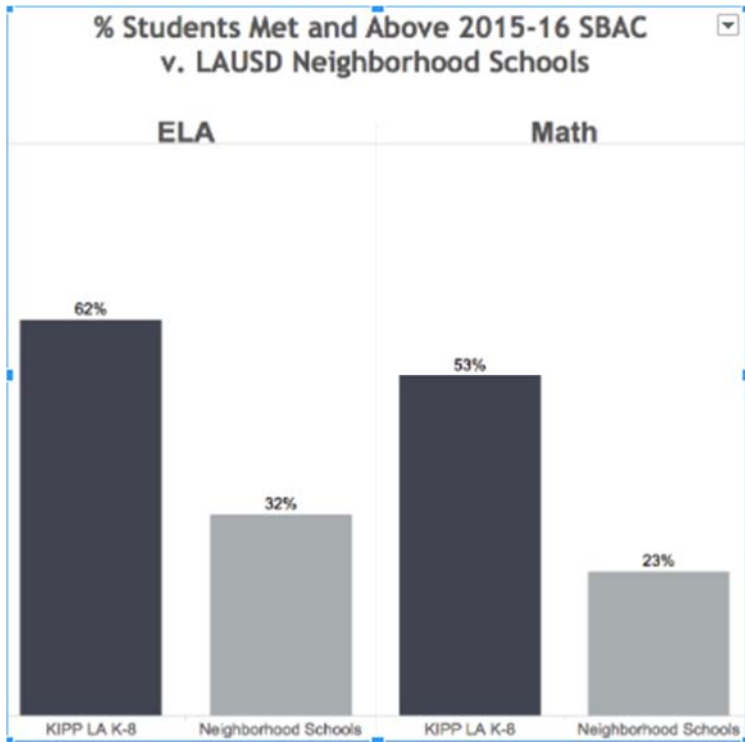
Figure 2: KCA Comparison Schools

Surrounding Schools Demographic and Performance Data														
Address: Huntington Park, CA 90255														
LAUSD Schools	# of Students [2013-14]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	%Latino/Hispanic	% Black/African American	% Major Ethnicity #3	[2012-13] Growth with API	Met School-wide Growth Target?	Met Subgroup Growth Target?	[2011-12] API 3 Year Average	[2012-13] Statewide Rank	[2012-13] API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Corona Ave Elementary	984	85.1 %	8.0 %	42.9 %	97%	0%	0%	764	N	N	752	3	5	Watch
Hope Street Elementary	565	81.4 %	7.9 %	39.6 %	99%	0.5 %	0%	776	Y	N	776	4	4	Service & Support
Lillian Elementary	584	96.7 %	7.7 %	46.6 %	99%	1%	0%	768	N	N	769	3	4	Service & Support
Loma Vista Elementary	854	84.7 %	10.8 %	53.6 %	100%	0%	0%	785	N	N	784	4	7	Service & Support
Middlet	1,14	93.9	11.1	47.8	100%	0%	0%	79	Y	Y	777	4	10	Service

on St Elemen tary	0	%	%	%				3						& Suppor t
Miles Ave Elemen tary	1,04 8	91.3 %	8.9 %	57.3 %	100%	0%	0%	76 8	N	N	786	3	4	Service & Suppor t
Miram onte Elemen tary	896	95.4 %	8.6 %	57.5 %	99%	1%	0%	70 8	Y	Y	693	1	2	Watch
Pacific Boulev ard Elemen tary	605	91.4 %	30.2 %	50.4 %	100%	0%	0%	80 3	Y	N	807	5	10	Service & Suppor t
San Antoni o Elemen tary	669	91.6 %	9.5 %	41.7 %	95%	0%	0%	79 2	Y	Y	788	4	5	Service & Suppor t
Walnut Park Elemen tary	669	91.6 %	9.5 %	41.7 %	95%	0%	0%	79 2	Y	Y	788	4	5	Service & Suppor t
Gage Middle School	1,864	92.1%	11.9%	20.5%	99.2% Latino	0.4% White	0.1% Black	696	Yes	No	677	1	1	Watch
Nimitz Middle School	1,975	89.6%	10.8%	17.1%	99.4% Latino	0.3% White	N/A	738	Yes	No	720	3	4	Watch
Walnut Park MS	504	96.4%	7.9%	21.8%	99.8% Latino	0.2% Black	N/A	649	N/A	N/A	N/A	1	1	Watch
Elizabeth Learning Center	1,786	88.1%	10.1%	31.4%	97.5% Latino	0.8% Black	0.8% White	720	No	No	719	3	7	Service & Support
South	2,320	90.1%	10.3%	17.1%	98.8% Latino	0.4%	0.03%	722	No	No	713	2	2	Watch

Gate Middle School					no	Black	White							
Charter Schools														
Aspire Centennial College Prep. Academy	305	99%	13.4%	22%	100% Latino	--	--	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Prepa Tec Los Angeles	247	96.7%	8.9%	20.7%	100% Latino	--	--	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Academia Moderna	406	95.8%	No SARC available	63.8%	100%	0%	0%	768	N	N	772	3	4	Watch
Aspire Huntington Park	234	96.6%	7.7%	62.4%	100%	0%	0%	826	Y	N	836	6	10	Service & Support
Aspire Antonio Maria Lugo	185	95.1%	11.1%	54.1%	99%	0.5%	0.5%	835	Y	Y	835	10	10	Not available
Aspire Titan Academy	324	98.1%	Not on SARC	54.9%	100%	0%	0%	838	Y	Y	847	7	9	Not available
KCA Community Prep	433	87.8%	6.5%	63.7%	99%	1%	0%	978	Y	Y	Not yet available	10	Not yet available	Not yet available

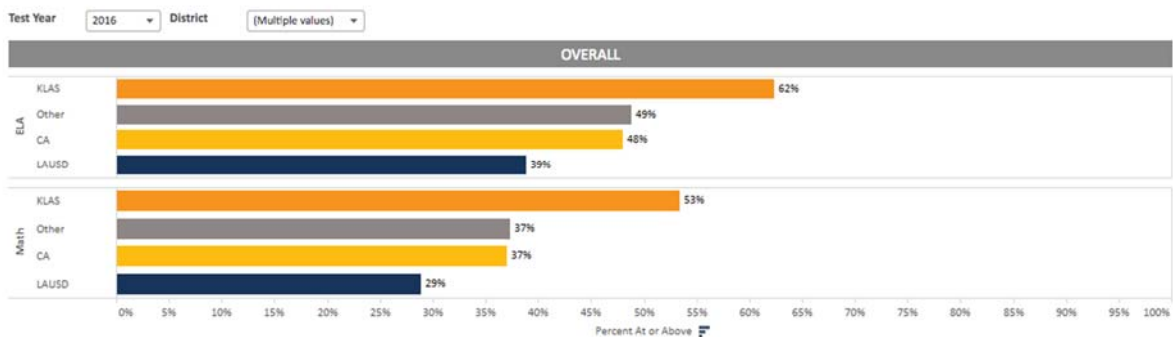
In the area below you will find the comparison schools listed above in aggregate and their 2015-16 CAASSP results, we have also provided KIPP LA scores in aggregate for reference.



Comparative Results

As shown in the figure below, KIPP LA Schools outperformed the state and district schools in both English Language Arts and Math. KIPP LA Schools collectively had 62% percent of students in English, 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. KCA plans to continue and improve upon the strong foundation that KIPP LA Schools has started by continuing the growth in CAASPP scores in both English and Math.

Figure 3: KIPP LA State and District CAASPP Comparison



Student Population to Be Served

KCA seeks to serve up to 1042 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, KCA will serve Kindergarten and first grade and will add two grade levels each year until it reaches full capacity in year five.

Figure 4: KCA Projected Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Kindergarten	115	115	115	115	115
1st Grade	115	115	115	115	115
2nd Grade		112	112	112	112
3rd Grade			109	109	109
4th Grade				106	106
5th Grade		125	125	125	125
6th Grade			125	125	125
7th Grade				120	120
8th Grade					115
Total	230	467	701	927	1042

As a public school, KIPP Corazón Academy will be tuition-free and will admit any elementary to middle school-age student regardless of ethnic, socioeconomic, or religious background. KIPP Corazón Academy will work in tandem with parents, community members, and the Los Angeles Unified School District to realize the mission of the Charter School. Although the school will be open to any student, KIPP Corazón Academy will target academically underserved students in Los Angeles. Based off of the demographic information provided we can anticipate that a significant number of students will be English Learners, and live in a high poverty area. As we enroll students we will learn more about their specific needs.

KIPP Corazón Academy will not wait for motivated elementary and middle school-age students and families to come to the Charter School; rather, the staff 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 & Philosophy

Charter School Mission

KCA'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 California Next Generation Science Standards (“NGSS”), academic learning at KCA 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. KCA 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 K8 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 Character Traits

In order for the students to realize the mission of K8, 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 KCA community will lead to students matriculating from KCA 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 KCA, 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 Corazón Academy, our instructional vision is focused on preparing our students to graduate from college and maintain strong ties to their community. KCA 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 KCA 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. 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. KCA’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 KCA 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

KIPP Corazón Academy will achieve its mission and vision through its implementation of KIPP LA's Five Pillars, its partnership with the KIPP Foundation, and through KIPP LA's educational philosophy. KIPP LA's Five Pillars, the core operating principles that all KIPP schools share, will drive KCA 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 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 KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

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

Implementing the highest-quality instructional program is paramount to KIPP LA's track record of success. At KCA, high-quality instruction is CCSS and Next Generation Science 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 involvement¹. 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, has done just that. Through interviews with senior executives and college admissions counselors, he determined what the seven survival skills are for workforce readiness². 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

¹ Robert Marzano, *Educational Leadership*, September 2003.

² Tony Wagner, *The Global Achievement Gap*, Basic Books: New York, 2008.

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

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, KIPP co founder “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, it is KCA’s objective to enable students to become self-motivated, competent, lifelong learners who are 21st century educated persons.

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 five components to KCA approach to high quality instruction:

1. **Quality Instruction is Standards Based.** KCA has correlated its curriculum objectives to the CCSS, NGSS, and other applicable state content standards. 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 Common Core 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 KCA 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 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 KCA 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.** KCA combines the CCSS with the pedagogies that have proven successful in established KIPP LA 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, KCA defines culture as a necessary dimension towards academic achievement. Therefore, it is incumbent upon the staff of KCA 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 by, for example, selecting texts for Read Alouds that feature characters who come from similar backgrounds as their students. Culturally relevant pedagogy also seeks to build a positive self concept within students by valuing a student's background; at KCA, a culturally responsive curriculum will also ensure that students have a sense of pride in their background and their community and understand how realizing their goals and dreams will positively impact and support the community they live in.

5. **Quality Instruction is Innovative.** KCA embraces innovation as essential for ensuring the high caliber 21st century education promised to every KIPP LA student and family. Innovation permeates teaching, learning, thinking, and planning throughout the Charter School. The Charter School will create opportunities and experiences for students to collaborate with one another using a variety of tools and methods for collaboration, such as workshop model learning, best practices in literacy (including digital literacy), experiential learning opportunities, and partnerships to engage parents and community organizations in our curriculum and student achievement goals. Teachers will identify opportunities to leverage these resources to differentiate instruction and to create assessment and feedback loops that instantly provide precise data to staff and feedback to students. Innovation will allow learning to extend beyond the classroom, allowing students to become a part of the global community, understanding the world around them and interacting meaningfully with other global citizens.

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 KCA 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.

Creating Self-Motivated, Competent, Life-long Learners

KCA 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 KCA 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. KCA 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 KCA. 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 Corazón Academy, we must focus on character building and values. KCA’s values are Courage, Love and Honor. Our goal is for all students to embody and demonstrate the KCA 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, KCA 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, KCA comes together for KCA, 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 Corazón Academy 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, KCA 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 KCA, 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 *ganas*, 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 KCA values, our staff will become role models for our students.

Mastering these values and character traits is a life-long undertaking and we are confident that the character education our students experience at KCA 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, KCA 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 KCA, they will drive their learning to and through college

and beyond.

Outcomes and Assessments Aligned with the State Priorities

KCA’s school-wide and subgroup outcome goals and performance targets will be aligned to the state’s priorities. We will carefully set ambitious goals and outcomes for our teachers and students with the ultimate goal of preparing them for success once they leave KCA. These goals and targets are outlined in Figure 5.

Figure 5: LCFF Provisions

LCFF State Priorities														
Goal #1														
All students, including subgroups unduplicated students, and students with exceptional needs will achieve academically.			Related State Priorities: <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>				1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8							
Specific Annual Actions to Achieve Goals														
<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 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 Measureable Outcomes														
Outcome #1: Increase number of students who meet or exceed the growth target as defined by the state.														
Metric/Method for measuring: CAASPP score reports and/or additional reports produced by the California Department of Education.														
Applicable Student	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022								

Groups						
All Students & All Subgroups	2017-18 scores	N/A	baseline + 3% increase	baseline + 5% increase	baseline + 6% increase	baseline + 7% increase
<p>Outcome #2: The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT will be at least 63.5%</p> <p>Metric/Method for measuring: CELDT Scores</p>						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	2017-18 scores	N/A	63.5%	63.5%	63.5%	63.5%
<p>Outcome #3: The EL reclassification rate will be at least 20%.</p> <p>Metric/Method for measuring: Percentage of EL students who reclassify as fluent English proficient.</p>						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	2017-18 rate	N/A	20%	20%	20%	20%
<p>Outcome #4 : The percentage of students who will meet or exceed their individualized growth goals set by the national norm on the NWEA test for ELA and Math will be at least 50%</p> <p>Metric/Method for measuring: MAP scores.</p>						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School Wide)	2017-18 scores	N/A	50% of students	50% of students	50% of students	50% of students

Goal #2

Support parent involvement by providing opportunities to provide input and participate in programs, pupil engagement by maintaining high school attendance rates and low dropout rates, and school climate by maintaining low pupil suspension rates.

Related State Priorities:

1	2	3	4	5	6	7	8
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Specific Annual Actions to Achieve Goals

- 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 such as general education counselors, afterschool staff, and academic support staff
- Intervention efforts for chronic absenteeism will include phone calls, written correspondence, individual and small group meetings addressing barriers to good attendance, and connecting families with resources to address their specific barriers to good attendance.
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Expected Annual Measureable Outcomes

Outcome #5: KCA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and 2 parent leadership opportunities, like monthly parent action committee meetings
 Metric/Method for measuring: Number of opportunities provided

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School Wide)	8 Opportunities listed above	8 Opportunities listed above	8 Opportunities listed above	8 Opportunities listed above	8 Opportunities listed above	8 Opportunities listed above

Outcome #6: Suspension rate will not exceed 5%

Metric/Method for measuring: Suspension rate						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School Wide)	5% suspension rate	<5% suspension rate	<5% suspension rate	<5% suspension rate	<5% suspension rate	<5% suspension rate
Outcome #7: Expulsion rate will not exceed 1%						
Metric/Method for measuring: Expulsion rate (unduplicated pupils)						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School Wide)	1% expulsion rate	less than 1% expulsion rate	less than 1% expulsion rate	less than 1% expulsion rate	less than 1% expulsion rate	less than 1% expulsion rate
Outcome #8: Greater than 70% 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	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School Wide)	2017-18 surveys	Greater than 70%	Greater than 70%	Greater than 70%	Greater than 70%	Greater than 70%
Outcome #9: Sustain an Average Daily Attendance ("ADA") rate of 95% ADA and a 10% or less chronically absentee rate.						
Metric/Method for measuring: Average Daily Attendance Rate						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	2016-17 ADA and chronic absenteeism	>95% ADA <10% chronic absentee rate	>95% ADA <10% chronic absentee rate	>95% ADA <10% chronic absentee rate	>95% ADA <10% chronic absentee rate	>95% ADA <10% chronic absentee rate

	sm rate													
Outcome #10: Middle school dropout rate for students attending CA public high schools will not exceed 2%.														
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022								
All Students (School Wide)	2016-17 rate	<2% dropout rate	< 2% dropout rate	< 2% dropout rate	< 2% dropout rate	< 2% dropout rate								
Goal # 3														
Ensure that 100% of teachers are fully credentialed and appropriately assigned, implement the CCSS, NGSS, and other applicable content standards, provide access to a broad course of study, and ensure facilities are maintained in good repair.				Related State Priorities: <table border="1" style="display: inline-table;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>			1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8							
Specific Annual Actions to Achieve Goals														
<ul style="list-style-type: none"> • Annual Teacher recruitment and comprehensive interview process • Hiring of credentialed teachers and ensuring proper placement • Supporting teachers with transfer of credentials for 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 the 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 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 budget that supports the hiring of needed teachers to offer courses to all students 														

Expected Annual Measureable Outcomes						
Outcome #11: All core teachers will have a credential for the course they are teaching						
Metric/Method for measuring: Number of teachers who are credentialed						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School Wide)	100%	100% of teachers will be credentialed for the course they are teaching	100% of teachers will be credentialed for the course they are teaching	100% of teachers will be credentialed for the course they are teaching	100% of teachers will be credentialed for the course they are teaching	100% of teachers will be credentialed for the course they are teaching
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	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	100%	100 % of students will have access to standards-aligned materials.	100 % of students will have access to standards-aligned materials.	100 % of students will have access to standards-aligned materials.	100 % of students will have access to standards-aligned materials.	100 % of students will have access to standards-aligned materials.
Outcome #13: All teachers will attend training on CCSS. Training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency						
Metric/Method for measuring: Amount of training teachers receive on the Common Core State Standards.						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	100%	100% of	100% of	100% of	100% of	100% of

(School Wide)		teachers will be trained to implement CCSS.	teachers will be trained to implement CCSS.	teachers will be trained to implement CCSS.	teachers will be trained to implement CCSS.	teachers will be trained to implement CCSS.
<p>Outcome #14: All students will have access to electives such as Art, Engineering and Coding, , and PE in addition to ELA and math during a school year</p> <p>Metric/Method for measuring: Number of students who have had access to identified courses</p>						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students (School Wide)	100%	100% of students will have access to elective course	100% of students will have access to elective course	100% of students will have access to elective course	100% of students will have access to elective course	100% of students will have access to elective course
<p>Outcome #15: Ensure that our facility is at "good repair" or better as measured by SARC</p> <p>Metric/Method for measuring: SARC results</p>						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	Facilities in good repair	Maintain at least, facilities in good repair rating on SARC	Maintain at least, facilities in good repair rating on SARC	Maintain at least, facilities in good repair rating on SARC.	Maintain at least, facilities in good repair rating on SARC	Maintain at least, facilities in good repair rating on SARC

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?

KCA, 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

KCA offers a rigorous standards-based instructional program that creates a strong academic foundation on which 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, KCA students are preparing to be artists, scientists, authors, athletes, and agents of change who develop projects that will impact the local and global community.

KCA'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 picks 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 create a pacing guide built on the mastery of state content standards, Next Generation Science Standards, and Common Core State Standards. After we develop this scope and sequence, we will create assessments, outline daily objectives, and start lesson planning. 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. If applicable, our teachers will also include the following components adapted from the Madeline Hunter Method:

- Hook/Motivation
- Framing, which includes learning objective, how it’s going to be achieved, why it’s important to learn this objective, and the criteria for success.
- Language Objective
- Vocabulary
- Introduction to New Material
- Teacher Model
- Guided Practice
- Check(s) for Understanding
- Independent Practice
- Evaluation/Closure

When planning, KCA teachers 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. KCA 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

The KIPP pillar, “Power to Lead” means that KIPP school leaders are allowed to independently make curriculum decisions for the best interest of their students. Therefore, KCA retains the right to select appropriate research-based curricula that may include, but are not limited to, the instructional programs in the Figure below.

Figure 6: KCA Instructional Programs

Lower School:

English-Language Arts	Core Knowledge Word Wise Vocabulary Program KIPP Wheatley Portfolio
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	<p>Scholastic Guided Reading</p> <p>Lucy Calkins' Units of Study for Reading and for Writing</p> <p>Achieve3000</p> <p>Accelerated Reader</p>
Math	<p>enVisionMath® California 2008</p> <p>Investigations, TERC® 2006</p> <p>Singapore Math</p> <p>Eureka Math</p> <p>ST Math</p>
Science	<p>Full Option Science System (FOSS)</p> <p>Science and Technology for Children® (STC)</p> <p>Houghton Mifflin Science</p>
Social Studies	<p>Teacher created materials are aligned to the CA State Standards, teachers may use resources such as corestandards.org</p>

Upper School:

English Language Arts	<p>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)</p>
Math	<p>Eureka Math, Singapore Math, Cognitively Guided Instruction (partnership with UCLA), Dreambox, ST Math, Compass Learning, Springboard (College Board)</p>
Science	<p>Delta Full Option Science System, Houghton Mifflin California Science, Macmillan/McGraw-Hill California Science, Scott Foresman California Science</p> <p>Model Inquiry (partnership with UCLA)</p>
Social Studies	<p>Taught through Read Alouds and teacher-created units, DBQ</p>

KCA 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.

KCA 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, 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 KCA will serve.

KCA will select curriculum, materials, and instructional activities through the input of the teachers in each grade level during grade level meetings. Grade level facilitators, selected based on their teaching and leadership ability, bring the team’s preferences to the Leadership Team comprised of representatives from each grade level who will finalize decisions with the administration. Guided reading texts will be selected based on common criteria, including the level of vocabulary used in the text, genre, cultural relevance, and appropriateness for students’ reading levels. Selecting texts is a collaborative effort made on the part of the School Leader and teachers, and grade-level leaders.

In addition to the materials listed above, KCA plans to 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.

KCA teachers will follow the basic guidelines of the instructional programs’ scope and sequencing, but will supplement and reorganize the curriculum as needed to meet the needs of their students based upon assessment information. While the units of study provide structure, the Common Core standards will guide the decision-making and instruction. For example, the teachers may elect to introduce a standard earlier in the year than it is introduced in a particular textbook or curriculum to ensure the students have more time to master that standard. KCA 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.

In addition to the selected instructional programs, teachers will use a variety of supplemental materials and frameworks to reinforce and enhance mastery of the content standards as designed in the core subject scope and sequences provided in the appendix. Teachers will utilize supplemental resources that may include those listed in Figure 12 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

	<ul style="list-style-type: none"> -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
Fountas and Pinnell’s Guided Reading Model	<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
Standards Plus	<ul style="list-style-type: none"> -All K – 4 English Language Arts content standards strands -All K – 4 Mathematics content standards strands
Lucy Calkins Units of Study For Writing	<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
Lucy Calkins Reader’s Workshop Model/Units of Study for Reading	<ul style="list-style-type: none"> -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)	-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 KCA’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

KCA 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 KCA 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, KCA 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, KCA 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, KCA'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 KCA technology scope and sequence to support different subject areas. Providing KCA 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, KCA 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 Corazón Academy 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

KCA 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

Literacy is the focal point of all instruction at KCA, 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, KCA 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.

In addition to general English Language Arts instruction, KCA students in the lower school will focus closely on writing through a separate writing block each day. Writing is an essential skill all students must have to realize the Charter School’s mission. During this time teachers will use various approaches to develop students’ writing skills. Approaches may include:

- *Grammar:* Students will learn and apply standard rules of punctuation, capitalization and English language grammar.
- *Writing:* As a whole group, students will write common texts in order to practice and model types of writing, elements of style and grammar. This is also a good time for teachers to model and reinforce the writing process. Students will work with the teacher collaboratively to create a piece in order to develop and enhance their writing skills
- *Independent Writing:* Students will spend time daily writing in journals. During this time, students may use their journals for free writing, brainstorming, pre-writing or to practice various writing strategies or conventions.

KCA will use a Writer’s Workshop model for writing instruction. As an instructional resource and base, teachers will use the 6+ 1 Trait® writing framework developed by teachers across the country along with the Lucy Calkins Units of Study. Grade levels will follow a school-wide genre scope and sequence as well as grade level standards to ensure that students are becoming strong independent and creative writers as well as master the Common Core State Standards

Every year, teachers will adapt the Writer Workshop model to ensure it is developmentally appropriate for our students as they progress through the grade levels. With guidance from their teachers, students will develop routines and procedures unique to their classroom community to guide Writer’s Workshop.

All teachers will focus on literacy regardless of the subject. Through teacher collaboration, reading and writing strategies will be reinforced across all of the disciplines. Reading skills will be used in reading science textbooks and materials, in social studies textbooks, primary sources, and materials, and in math textbooks and word problems. Writing will be stressed in various types of reports, science labs, and explanations of math processes. This cross-curricular approach gives students the opportunity to understand that the skills of reading and writing are not limited to English-Language Arts. English Language Arts instruction (phonics, guided reading, vocabulary, grammar, reading comprehension, and read aloud) will happen for about 170 minutes each day, and writing instruction will happen for about 45 minutes each day.

The Leadership Team at KCA is responsible for staff development in ELA and writing, leading all professional development. The leadership team works collaboratively to ensure all grade levels are receiving the support they need so that KCA students become prolific readers and exceptional writers. Where appropriate or necessary KCA will seek outside assistance with professional development for ELA. Further, selected teachers will attend targeted third-party professional development and then provide professional development to the KCA teachers.

Writing in Upper School

Writing effectively is an essential skill all students must have to realize the Charter School’s mission thus a separate writing time is embedded within the fiction and nonfiction blocks each day. During this time, teachers use various approaches to develop students’ writing skills. Authentic literature paired with the Units of Study for Writing (Teachers College Reading and Writing Project), an instructional program selected for KCA used in grades

five through eight, is supplemented with a variety of articles and other texts that enhance the program. The Units of Study for Writing are designed to:

- Provide all the teaching points, mini-lessons, conferences and small group work needed to teach a comprehensive workshop curriculum in opinion/argument, information, and narrative writing;
- Foster high-level thinking through regular chances to synthesize, analyze, and critique;
- Build writing independence and fluency;
- Provide a ladder of exemplar texts that model writing progressions across grades 5-8;
- Develop and refine strategies for writing across the curriculum;
- Include strategic performance assessments to help monitor mastery and differentiate instruction.

In addition to Units of Study, KCA supplements their writing curriculum with the 6+1 Traits of Writing approach in grades five and six and the Fountas & Pinnell workshop model in grades seven and eight. Approaches include:

- Grammar: Students learn to apply standard rules of punctuation, capitalization, and English language grammar.
- Guided writing: Students work with the teacher collaboratively to create a piece in order to develop and enhance their writing skills.
- Independent Writing: Students write in their journals daily on a particular topic. There is an emphasis on self-reflection and self-correction of writing pieces.

In each unit the students focus on a different genre. Within the genre units, the teachers teach the students the 6+1 Traits of Writing: organization, sentence fluency, voice, ideas, word choice, conventions, and presentation. Only two traits are focused on per month as the teachers go through the writing process with the students. The purpose is to address all the traits thoroughly by the end of the first semester. At the end of each unit, the students complete a significant writing piece, which contributes to their writing portfolio.

Literacy is a focus in all subjects. Through teacher collaboration, reading and writing strategies will be reinforced across all of the disciplines. Reading skills will be used in reading science textbooks and materials; in social studies textbooks, primary sources, and materials; and in math textbooks and word problems. Writing will be stressed in various types of reports, science labs, and explanations of math processes. This cross-curricular approach gives students the opportunity to understand that the skills of reading and writing are not limited to English-language arts.

English Language Development

KCA will comply with all federal, state, and judicial mandates for English Learners. Given the demographics of the Los Angeles Unified School District, KCA expects that a significant number of our students will be classified as English Learners. 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. All students who are identified as English Learners will take the California English Language Development Test (CELDT) each year by the end of October. 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.

Based on a substantial research base proving the benefits of a structured English immersion program, KCA will implement a comprehensive structured immersion program, in every mainstream classroom, for its EL students. It

is the goal of KCA 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 KCA 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 in alignment with KIPP LA's English Learner Master Plan. All instruction will be in English; however, there may be times when primary language support will be provided to students. 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 KCA'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 KCA:

- 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.

KCA seeks to hire faculty who have received Cross-Cultural Language Acquisition Design (“CLAD”) or Bilingual Cross-cultural Language and Academic Development (“BCLAD”) training and/or hold Bilingual Authorizations.

Beyond using the CELDT to monitor students’ English language development, KCA team members will use the CCSS for English Language Arts 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. 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;
- Using Instructional Assistants to target specific needs;
- Increasing collaborative time to increase the amount of interaction spoken in English;
- Pre-teaching content vocabulary and frontloading concepts;
- Echo reading and choral reading;
- Focusing on the development of Cognitive Academic Language Proficiency (CALP) beyond Basic Interpersonal Communicative Skills (BICS);
- Offering at-home development support;
- Tutoring;
- Using technology for literacy support that has proven successful with English Learners; and
- Offering service-learning opportunities to increase real world experiences and personal connections.

KCA will monitor the effectiveness of the program through student performance on the California Assessment of Student Performance and Progress Reports, norm-referenced assessments when applicable, CELDT test results, Title III Accountability Reports as applicable, internal benchmarks, and reclassification rates for all of KIPP LA Schools.

Mathematics

The math curriculum at KCA is designed to ensure that every student gains a strong understanding of all math strands, the ability to perform accurate computations, and an understanding of the application of problem-solving skills at high levels in the real world. KCA believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students. With a target population of students from both economically and educationally underserved backgrounds, KCA’s math program ensures each student develops a solid math foundation and builds on that foundation to reach an even higher level of mathematical knowledge and skills to put them on the path to and through college.

Students at KCA will benefit from the daily classroom instruction in math as well as Calendar Math meetings (in developmentally-appropriate grades), and workshop time in which students spend time at standards-based

stations. Some days these workshops will be homogeneously grouped to target the specific areas of growth, while on others they will be heterogeneously grouped. Homogenous grouping will be fluid and will be used as an intervention strategy for those students needing support. Our math program draws from a variety of resources, including textbooks, critical thinking activities, and math manipulatives. In each grade level students will learn the fundamentals of each math strand including number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning.

KCA will use grade-level standards to drive instruction in conjunction with Eureka Math for its math program in kindergarten through eighth grade. In addition to Eureka Math, KCA will use Cognitively Guided Instruction for fifth and sixth grades and College Preparatory Mathematics (CPM) for seventh and eighth grade instruction. In order to address the foundational-level mathematics content and skills to prepare for algebra I in eighth grade, continue through geometry and become the basis for higher-level mathematics coursework. This curriculum will be used as a tool in ensuring mastery of the Common Core Standards in Mathematics. The teaching staff will begin by creating standards-based pacing guides in the summer and then use the curriculum to support meeting the pacing guide. When necessary, teachers will seek out supplemental resources to ensure mastery of CCSS for Mathematics. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed.

Eureka Math provides students and teachers with real-life problem solving activities, allows for balanced instruction to whole-group, small group, partners and individuals, includes multiple methods for basic skills practice, emphasizes communication, and builds an enhanced home/school partnership around mathematics.

Math skills will be utilized and reinforced in various content areas at KCA. For example, math skills will be reinforced in science when students measure temperature in science. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited solely to Math class. Math instruction will happen for about 75 minutes each day.

How will professional development be delivered?

KCA will begin the year with professional development sessions that outline our approach and allow time for teachers to internalize the approach as appropriate for their own grade level. These sessions allow everyone on staff to internalize the foci and gain confidence in their lesson planning and execution. After the initial round of professional development, the leadership team conducts math observations to identify trends in structures and instruction, both affirming and adjusting. The observations data helps the leadership team create further professional development sessions tailored to the needs of the Charter School. Furthermore, in terms of planning, all math planners schedule a planning conference with the math coach or the school leader. This planning meeting ensures that the plans are addressing the objective, the depth of knowledge required, and are developmentally appropriate. KIPP K8 will partner with outside organizations, such as the UCLA Lab School or the KIPP Foundation, to support professional development in math as appropriate.

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 KCA 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.

KCA will be using a variety of standards-aligned programs as a tool in ensuring mastery of the Next Generation Science Standards. The primary instructional resource for lower school science will be Houghton Mifflin Science. In addition, KCA will use 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 KCA teaching staff will use STC and FOSS as a resource as they design engaging and rigorous lesson plans informed by the scientific method. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curricula as needed. All science units will teach skills and content through an investigation and experimentation approach formalized by the scientific method and rooted in an inquiry-based model.

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 students' 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 KCA'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.

The aim of our science instruction is to closely resemble the way scientists work and think. Teachers will teach the practices, crosscutting concepts, and disciplinary core ideas that students will need to be successful scientists and engineers. Students will understand the relevance of science, technology, engineering, the arts, and mathematics ("STEAM") to everyday life. Students will gradually deepen their understanding of scientific ideas over time by engaging in practices that scientists and engineers actually use. Through experiments, design projects, and research, students will deepen their scientific knowledge.

Social Studies (K-4th grade)

KCA students will become leaders who will ignite transformative change in thought and action for their community. To help bolster that goal, KCA 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, KCA 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.

In second grade, KCA 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, KCA 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 KCA, 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. Based on assessment data, the teachers may elect to modify the pacing or supplement

the chosen curriculum as needed. The teachers work collaboratively to order the curriculum for connections to be made across the disciplines.

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 (and based on the titles of the selected History Alive texts). 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

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

Values-Based Lessons Lower School

To ensure students develop academic skills as well as character skills, KCA 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 (KCA has developed standards-based report cards that include a values section) and share student progress with parents during parent/teacher conferences.

Art – Lower School

KCA 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

KCA 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. KCA 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). As is described in Appendix B, 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.

Science, Technology, Engineering, Arts and Music– Upper School

KCA believes that it is not enough for students to only master Common Core State Standards, Next Generation Science Standards and California Content Standards in their core subject areas; the Charter School must develop and educate the whole child. To this end, KCA will offer a robust arts and music (during supplemental hours) education program to grow the innate talents of students. Instruction is organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills are woven into these “elective” classes. The Upper school may offer a variety of other classes within technology, engineering, or robotics to the students at various times. KCA’s STEM education program will seek to encompass the processes of critical thinking, analysis, and collaboration in which students integrate the processes and concepts in real world contexts of science, technology, engineering, and mathematics, fostering the development of STEM skills and competencies for college, career, and life

Foreign Language – Upper School

KCA 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 5-8, KCA 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 life-long 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 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 KCA 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.

KCA 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

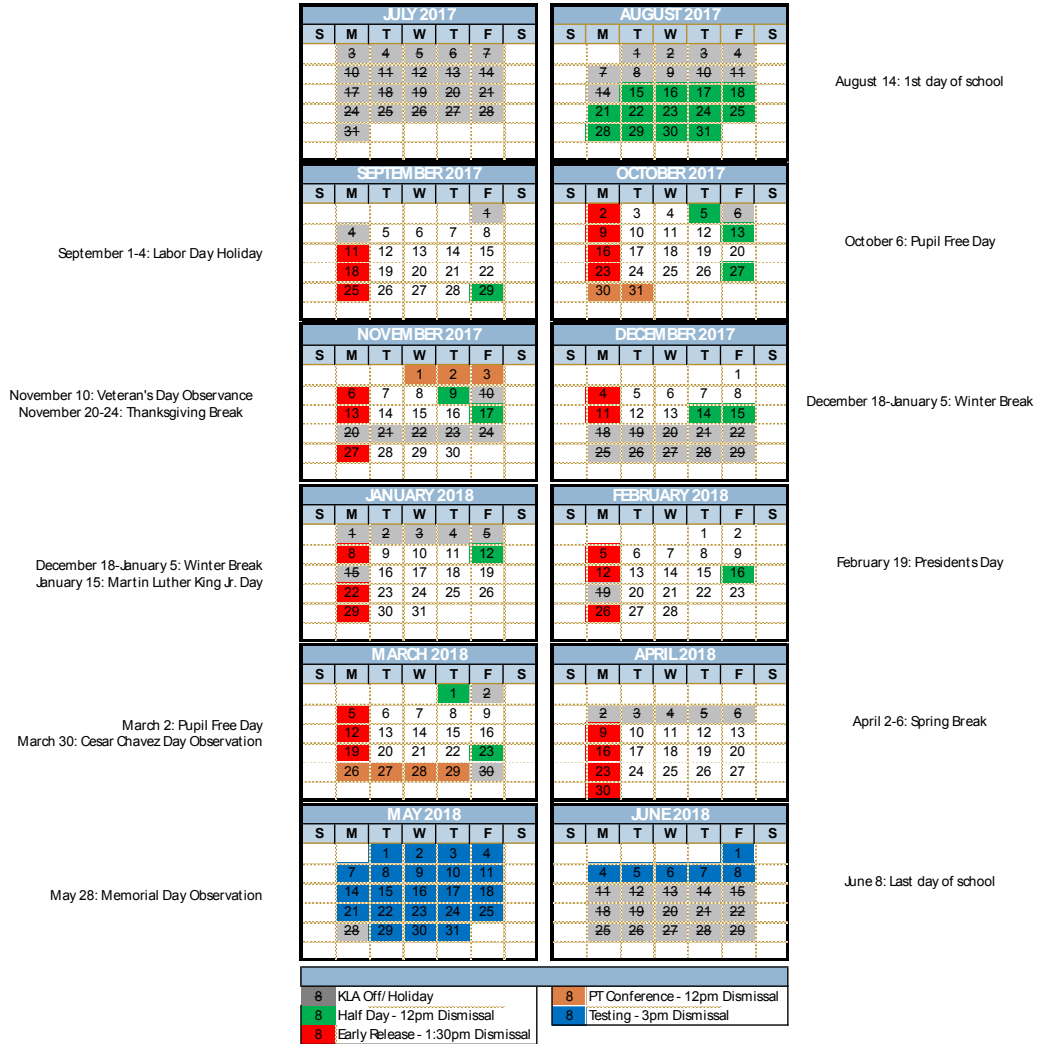
Academic Calendar and Schedules

Each year, KIPP Corazón Academy 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: Instructional Calendar

KIPP LA Schools

2017-18 Academic Calendar



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Figure 9: Instructional Days and Minutes

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'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Y	93	385	25	285	34	210	28	325	180	36000	59170	23170
1	Y	93	430	25	300	34	221	28	325	180	50400	64104	13704
2	Y	93	430	25	300	34	221	28	325	180	50400	64104	13704
3	Y	93	430	25	300	34	221	28	325	180	50400	64104	13704
4	Y	93	430	25	300	34	221	28	325	180	54000	64104	10104
5	Y	93	480	25	335	34	285	28	425	180	54000	74605	20605
6	Y	93	480	25	335	34	285	28	425	180	54000	74605	20605
7	Y	93	480	25	335	34	285	28	425	180	54000	74605	20605
8	Y	93	480	25	335	34	285	28	425	180	54000	74605	20605

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
- 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.

Instructional Day

KCA 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 10a: KCA Sample Weekly Schedule Lower School
TK/K

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	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	Elective
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

Grades 1-4

Regular Dismissal (M, Tu, W, F)	
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
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
9:25-9:55am	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
1:30 PM	Dismissal
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
3:00 PM	Dismissal
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
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Below is a sample weekly schedule for grades 5-8.

Figure 10b: KCA Sample Weekly Schedule 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. KCA 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. The school leader will ensure that teachers teaching in grades 6-8 will hold appropriate single subject credentials.

Professional Development

Our team will ground itself in our mission by beginning and ending each year as a whole staff reflecting on the degree to which KCA 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 staff 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 is embedded in to 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.

Sample PD Topics below

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Topics
Staff Survey Completion The Mini Lesson in Reader's Workshop
Team Building/Committee Meetings
Content Teams New Staff PD: DOK & Weekly Objectives
Regional PD Day
Conferencing in Reader's Workshops
Differentiated Time: End of Cycle Grading, Report Cards, C2 planning, etc.
Time on your own
Conferencing in Reader's Workshop
Differentiated Time: C2 Planning
Team Building/Committee Meetings
Content Teams
Team Building/ Grade level Planning
Strong Partnerships in Reader's Workshop
Whole Day Staff PD- Priorities Stepback (Reflective Thinking) Growth Mindset- New Staff
Team Building (10 Year Goal Setting) Committee Meetings
Closing the Lesson in Reader's Workshop
Content Teams
Differentiated Time: End of Cycle Grading, Report Cards, C3 planning, etc.
Team Building: Winter Celebration
Part 2- Topic
Survey Step Back Crucial Conversations and Managing Up-Part 2
Differentiated Time: C3 Planning
No School- MLK Jr. Day
Content Teams
Closing the Lesson in Reader's Workshop- w/Emma Graves

Half Day- Staff Retreat Why KIPP?
Time on your own
Rigor in Reader's Workshop
No School- President's Day
Differentiated Time: End of Cycle Grading, Report Cards, C4 planning, etc.
Content Teams
Rigor in Reader's Workshop, SPED PD
Team Building/Committee Meetings
Half Day- Election Day
Parent Conferences
Rigor in Reader's Workshop- w/Emma Graves
Content Teams
Team Building/Committee Meetings
Teaching the genre of Test Taking
Differentiated Time: End of Cycle Grading, Report Cards, C5 planning, etc.
No School- Spring Break
Differentiated Time: C5 Review Planning & SBAC/MAP security training meeting
Testing Kick Off Celebration!
LTP
Time on your own
LTP
LTP
No School- Memorial Day
End of Testing Step Back and Celebration!
End of Year Step Backs/Reflections

Staff Recruitment

Staff selection will be one of the most crucial aspects of KCA's success. This process will help us find driven candidates and hire staff 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 KCA.

Staff 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 KCA'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 staff: The School Leader will reach out to other KIPP LA school staff to see if they have any friends or colleagues who are familiar with KIPP who are interested in teaching.
- Website: The KCA website includes 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 KCA, but also to ensure that KCA 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 KCA 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 staff at the Charter School.

Staff Culture/ Professional Development

KIPP Corazón Academy 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 KCA in which the students will dismiss at 1:00pm. On these days, the staff 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 KCA instructional goals, scope and sequence, and student data to determine inquiry questions for staff 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 KCA 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 staff will become life-long learners.

KCA will also hold staff meetings at least once a month at the beginning of the professional development hour. During staff meetings, teachers will conduct school business, build a stronger sense of community among all the adults working to serve our students, recognize staff members for exemplifying school values, enhance our home-school partnerships, and improve on our approach to developing the whole child. Additionally, as a staff, 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 staff meeting agenda:

- Community builder: Staff 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 staff meetings with support from lead teachers, other faculty, and guests with instructional expertise. Each week KCA will distribute a staff bulletin with a message from the School Leader, upcoming events, gratitude, and announcements. Another integral component of professional development at KCA will be the observation-debrief cycle (coaching cycle). The School Leader and Instructional coaches will formally observe teachers. Following the observation, the observer and teacher will discuss student learning based on student data and notes from the observation. Teachers will also be empowered to observe and provide feedback to their colleagues. These observations will allow the School Leader and teachers to notice instructional and school culture and climate trends across the Charter School. This one-on-one professional development will cultivate a profound desire in teachers to continue to improve their craft so their students can achieve.

In addition to KCA's school-wide professional development, teachers and administrators will benefit from regional professional development opportunities facilitated by KIPP LA Schools. Several times per year, teachers and staff from all of KIPP LA's schools in South and East Los Angeles gather for an intensive day of workshops, trainings, and networking led by internal and external facilitators. Regional Professional Development Days allow for sharing best practices in curriculum and instruction, assessment, and classroom management and culture. They also contribute to the building of communities of practice within the KIPP LA network, allowing, for example, a sixth grade teacher at a middle school in South Los Angeles to share successful strategies and lesson plans with a sixth grade teacher at a middle school in East Los Angeles.

Beyond Los Angeles, KCA teachers have additional opportunities for sharing and professional development through the national KIPP network. Teachers who are interested in honing their instructional leadership skills can be nominated by their School Leader to participate in one of KIPP LA's Leadership Pathways. These leadership development programs are yearlong opportunities for teachers to strengthen their skill set as instructional leaders and grow personally and professionally, often eventually taking on leadership roles within the Charter School. In addition to KIPP LA's Leadership Pathways, KIPP provides all team members with access to KIPP Share, an online platform for sharing lesson plans, long term plans, other curricular materials as well as best practices. KIPP teachers across the country can easily share with one another materials that have been effective in their classrooms and in their schools. KIPP Share is also used by team members in non-instructional positions throughout KIPP LA and KIPP nationally to share best practices in several different areas.

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 the KIPP LA Master Plan and policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

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.

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).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language

Development Test (“CELDT”) tested within thirty days of initial enrollment³ 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 CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

Strategies for English Learner Instruction and Intervention

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

Teachers at KCA will use the English Language Development Standards set forth by the California Department of Education 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 when possible. 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 strategies to enhance the English Language development of all of students. When using SDAIE strategies, teachers will write lesson plans with an emphasis on ensuring that content is grade level appropriate and within the student’s zone of proximal development. 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 California Common Core State Standards with support from English Language Development resources, in order to provide a rigorous, yet scaffolded, instructional experience for all students identified as English Learners. In addition, KCA will be utilizing the EL to achieve instructional frameworks as the basis for English Language Development instruction for students, including embedding the theoretical frameworks of Systematic ELD and Constructing Meaning to the Charter School’s instructional plans, including the scope and sequence, unit plans, and daily lesson plans.

In addition to the structured English immersion modifications teachers make in their mainstream classes within KCA’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 EL students at KCA are:

- Workshop models

³ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Cooperative learning opportunities
- Thematic teaching
- Scaffolding instruction
- Total physical response and kinesthetic activities
- Readers theater
- Graphic organizers
- Use of manipulatives and visual and digital media
- Repetition and chunked instructions
- Modeling
- Systematic ELD/Constructing Meaning Frameworks
 - Emphasis on language learning and exploration
 - Proficiency groupings for targeted, small group instruction
 - Functional language approach
 - Developmental scope and sequence
 - Structured and purposeful interaction and collaboration
 - Accelerated instruction to emphasize critical literacy skills
 - Providing tools to analyze complex texts

Beyond using the CELDT to monitor students' English Language development, KCA staff will use the English Language Development Standards to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information will guide teachers in differentiating instruction, such as the level of questioning for English Learners who are not progressing through the English language development levels. 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:

- Small group work to lower the affective filter and target specific areas of growth
- Increasing collaborative time to increase the amount of interaction spoken in English
- Pre-teaching and frontloading instruction
- Focusing on the development of CALP beyond BICS
- Use of technology for literacy support that has proven successful with English Learners
- Structured language development tutorials
- Utilizing print-rich environments, appropriate instructional pacing, and sentence stems
- Metacognition and think-alouds
- Parent workshops providing information pertaining to English language development, including but not limited to, strategies, a copy of the English Language Development Standards, CELDT scores and

To support the English language development of its ELs, KCA hires faculty who have received CLAD or BCLAD training and/or those who hold Bilingual Authorizations.

Reclassification

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- 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:
 - The student must demonstrate English proficiency on the annual CELDT by achievement an overall performance level of 4 or 5 with skill area scores of 3 or higher.
- Comparison of the student’s performance in basic skills against an empirically established range of the performance in basic skills based upon performance of English proficient pupils of the same age that demonstrates to others whether the student is sufficiently proficient in English to participate effective in curriculum designed for students of the same age whose native language is English.

Basic skills criteria for students in grades 3 and above include:

 - A student’s score on the CAASPP for English Language Arts is a 3 or higher (meets standard), 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 curriculum and should be considered for reclassification.
 - For students scoring below 3 on the CAASPP (standards not met, standards nearly met), KIPP LA in accordance with criteria set by the school district, should attempt to determine whether factors other than English Language proficient are responsible for low performance on the state assessment for English Language and whether it is reasonable to reclassify the students.
 - 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 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.
- Basic skills criteria for students in grade 2 include:
 - 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 taking an Initial Assessment may be classified as Initially Fluent English Proficient. Students in grades K-1 are not eligible for reclassification if they did not initially score as IFEP.
- Teacher evaluation, including, but not limited to, a review of the pupils curriculum mastery:
 - KIPP LA teachers will use student academic performance in core subject areas to inform the reclassification process.
 - 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.
 - For 6th – 8th grade only: a grade of C or better in English Language Arts required for reclassification.
- Parental opinion and consultation:
 - KIPP LA will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
 - 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 Charter School records, as well as monitor the student’s progress for two years.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for English Learners and Long Term English Learners (LTELs) by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Once the school is fully grown, we don't anticipate having many LTEL students. To support LTEL students, primarily in the first few years of the charter, the school may implement similar intervention strategies that are in place school wide, with a specific focus on addressing the needs of LTELs. KCA may use the NEA's "Seven Basic Principles for Meeting the Needs of Long Term English Language Learners" and the use of school and student level data, as well as KCA's All Students Can Learn intervention team may tailor specific interventions to address every LTEL's needs.

Academically High Achieving (Gifted and Talented) Students

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

- Project-based learning opportunities
- Accelerated technological instructional programs
- Implementation of a GATE advisory committee in order to recommend and review appropriate curriculum for students identified as gifted and talented
- Comprehensive experiential learning opportunities to enhance and supplement the curriculum
- Differentiated curriculum that promotes inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning (as proposed in the *Recommended Standards for Programs for Gifted and Talented Students*, published by the California Department of Education)
- School-wide utilization of GATE resources in order to design and implement a robust, intellectually challenging instructional scope and sequence for students identified as gifted and talented (including, but not limited to, instructional resources and professional development opportunities provided by the California Association for the Gifted (CAG), and the National Association for Gifted Children (NAGC), such as the *Master Checklist of Gifted Program Elements for Self-Assessment*).

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 gifted and talented students and students achieving above grade level throughout the day to support them in continual growth. All students at KCA 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 staff 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. In addition, a GATE Advisory Committee (comprised of staff members from the leadership team and parents of students identified as gifted and talented) will oversee the academic programming and character development curriculum for students identified as gifted and talented.

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 KCA may utilize to support students achieving below grade level include:

- Small group, targeted instruction utilizing students' 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 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 staff, 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 three 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 in 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.

Socioeconomically Disadvantaged Students

KIPP LA Schools seeks to serve a population comprised in large part of students who are socioeconomically disadvantaged, and the school leaders for KCA will be primarily responsible for monitoring the progress of this subgroup. 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. In the 2014-2015 school year, 90% of KIPP LA students qualified for free or reduced price lunch. KCA will seek to serve a similar population, and the Charter School's program will be based upon the successful practices already in practice at KIPP LA's existing schools. At its core, KCA believes in high expectations for each of its students regardless of background.

KCA identifies socioeconomically disadvantaged students as those who are eligible to receive free or reduced price meals. KCA 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, and supplemented day)
- 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 in other subgroups

Foster Youth

Through it's 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.

KCA will determine eligibility of students who are either considered foster youth or homeless through the use of CALPADs, discussions with the parent/guardian and observations of the child, the school leader will be primarily responsible for monitoring this sub-group. Children who are eligible for services may have different needs such as physical needs for uniforms, school supplies or free meals. KCA will assist parents and or guardians in providing for these items to ensure that the student is able to actively participate in school. KCA will consider what barriers to education can be removed and what is in the best interest of each child.

A Typical Day – Lower School

Alan is a Kindergarten student at KIPP Corazón Academy. 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 KCA 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 KCA 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.

It is Wednesday morning, and Alan, Mariana, and Jessica arrive just as the gate opens. The School Leader shakes each of their hands and greets students and families entering the gate by name. Families and students enter the gate together, heading either to breakfast or straight to their classrooms. Alan's family heads to breakfast. They greet Amy, the nutrition manager, who hands each student a Buenos Dias burrito. Alan heads to a seat, where he greets his friends Daniel and Kayla, while Jessica and Mariana talk to another family. Alan eats and chats with his friends, and, when they finish, they all head to their classrooms.

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.

Next, students walk downstairs and out to the playground for recess. Alan can't wait to play freeze tag with his friends. In the middle of the game, Alan trips on his shoelace and bumps into Jennie, who stumbles and almost falls. Jennie's face screws up, her fists clench, and she's about to cry, when Alan gets up and brushes himself off, saying, "Jennie, can we talk it out?" Talk it out is a problem solving method that students learned during the first week of school in which they use I-statements to work toward solutions. Jennie's fists start to relax, and she says, "Alan, I feel sad that you bumped me and I fell." Alan replies, "I feel sad that you got mad before you checked to see if I was okay." Jennie thinks for a moment, then says, "Next time, I can check to see if you're okay when you fall down." Alan responds, "Next time, I'll make sure I tie my shoes so that I don't fall and bump you. Handshake, high five, or hug?" Alan and Jennie hug and then go their separate ways to continue their games.

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.

As the students return to the classroom, each one grabs their nap mat from the cubbies by the door. Alan grabs his and finds a quiet spot in the library to rest, and lies down to close his eyes. Even though he does not really nap anymore, he knows this is a good time for him to rest and get his energy ready for the afternoon.

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 grow 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 2:19pm, Alan's class heads back to USC for a snack before they begin their phonics lesson. Alan reads his new book from the library while he eats an apple for his snack. During phonics, Ms. Castillo and Mr. Avalos, the art teacher, each work with a group of students to sort words by their ending sounds. Today, they are working on words with the ending sounds "b," "d," and "t." Alan works with his partner, Alessandra, to complete a sort of 12 words, then move to a center when Mr. Avalos gives them each a high five for completing the sort all the way right.

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!"

A typical Day – Upper School

It is a beautiful Thursday morning in mid October and Magdalena, a fifth grade student at KIPP Corazon Academy, has just arrived on campus. She stops to shake Ms. Smith's hand and say good morning, and then joins her classmates in the lunch area where she eats her breakfast- a bowl of cereal, fruit, and milk- and pulls out the *Divergent* novel she has been dying to finish.

All of the students line up by homeroom and gather around the School Leader for morning announcements. Among other announcements, the School Leader engages in a brief book commercial about *The Hitchhiker's Guide to the Galaxy* and announces the latest members of the Millionaire's Club (students who have read at least one million words). The crowd of students erupt with thunderous applause. She ends her remarks with one of KIPP Corazon Academy's signature chants.

From there Magdalena goes to her homeroom, UCLA. On her way, she waves goodbye to friends as they head to their respective college inspired homerooms. Walking through the halls, Magdalena passes brightly colored walls painted with KIPP credos (like "Work hard, be nice" and "One team, one family") as well as inspirational messages connected to literacy (like "The more you read, the more things you will know, the more that you learn, the more places you'll go!"), and adorned with college pennants, photos of the year end field lesson destinations, and graphs charting key school metrics. Today, her homeroom is planning to present their book commercials in order to

recommend some new books to their classmates. Magdalena is ready to present on the last book she read: *Wonder* by R.J. Palacio.

Magdalena takes a seat at her group's designated table in her Fiction (English Language Arts) classroom. As is the case in all of her classes, her teacher, Mr. Hemingway, frames the lesson by reviewing the agenda, highlighting what students will learn, the activities planned, and why this topic is important. Magdalena's class is continuing a unit on narrative writing; today she and her classmates will be learning strategies on how to determine the dream of the story by thinking of places that matter to them and the episodes that occurred in those places.

Next, Magdalena heads to her Nonfiction class, which combines history and writing. Today, Ms. Austen is facilitating a lesson on writing flash drafts for their research papers on Westward Expansion. Ms. Austen reminds students that, before they write, they recall all they know about the kind of writing they will be doing. Ultimately, they will be utilizing primary sources in order to write a focused research report on topics such as the Pony Express, the Oregon Trail or the Erie Canal.

In math, Magdalena is using Cognitively Guided Instruction (CGI) strategies in order to solve story problems related to mixed and proper fractions. After modeling how to multiply and divide fractions, and allotting time for students to practice sample problems, Mr. Einstein assigns tonight's homework, which involves additional practice in manipulating fractions.

Afterwards, Magdalena heads to the cafeteria area where she picks up a prepared healthy lunch and says hello to her mother who is at the school volunteering at the quarterly school-wide book fair. During lunch she has a chance to connect with some of her friends in the sixth grade, sharing their latest TBR lists and making book recommendations that involve lively conversations about Katniss Everdeen and Tris, their favorite heroines from the dystopian novels *The Hunger Games* and *Divergent*. After chatting and chewing with her classmates, Magdalena indulges in some recess time, practicing the latest folklorico dance moves that she is learning in her enrichment class with Ms. Bravo. As lunch time winds down, Magdalena leaves the cafeteria, saying hello to her older brother, Francisco, who is in the seventh grade and is coming in for his lunch, carrying his latest book fair purchase, the graphic novel *Maus*.

Magdalena arrives to her science class. In science, fifth graders recently visited the Starlab Planetarium at the Discovery Science Cube where they made several connections to the Earth's Place in the Universe (NGSS 5-ESS1) by discussing how the sun is a star that appears brighter than other stars because it is closer to Earth. Magdalena is excited to write about her experience and new learnings in her Science Writer's Notebook as well as design and build a model of the solar system; she is even more excited to tour the Griffith Observatory with her classmates and make conceptual connections between her experiential field lesson and the shared reading text that Mr. Wells started with the class on Monday-*Ender's Game*.

After, Magdalena heads to PE class where Miss Everdeen is leading the class in some warm-up Yoga moves in order to have the students center their thinking and initiate a calming and focused environment before moving to their soccer skills workshop for the day-dribbling and passing. Miss Everdeen was able to secure tickets to the next UCLA vs. Oregon Women's Soccer game, and Magdalena is excited to attend the game with some of her classmates and parent chaperones. Magdalena thinks about this as she passes the black and white soccer ball to her classmate, Xochitl. At the end of PE class, Miss Everdeen leads Magdalena and her classmates in a think-pair-share of how they showed *ganas* and love during the soccer drills and scrimmage. As Magdalena debriefs with her dyad partner, Xochitl, she cannot help but think of one of the books on her TBR (to be read) list that Miss Everdeen recommended at the end of last week: *Tangerine* by Edward Bloor.

Regular instruction ends, marking the beginning of supplemental activities. Magdalena returns to her homeroom to do her homework and then Magdalena goes to folklorico practice. (Earlier in the semester, when Magdalena was having trouble with adding fractions, she took a break from folklorico to get more intensive tutoring support). Today, she and her classmates are preparing for the Dia De Los Muertos showcase, which will feature performances and exhibitions from all of the extracurricular activities, including a performance from the school's mariachi band, a reading of traditional Latin folk tales, and a sugar skulls display.

At the end of the day, students will sign out of the enrichment program in their homeroom classes and walk to the dismissal area. Students will congregate by grade levels, with those students who walk home or take the bus escorted off campus by one of our teachers and a parent volunteer crossing guard. Students who are enrolled in the after school program will stay at school until 6:00PM continuing to work on homework with one of the after school program staff members.

Element 2: MEASUREABLE PUPIL OUTCOMES

Element 3: METHOD BY WHICH PUPIL PROGRESS TOWARDS 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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

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

Measuring Pupil Outcomes: Summative Assessment Performance Targets

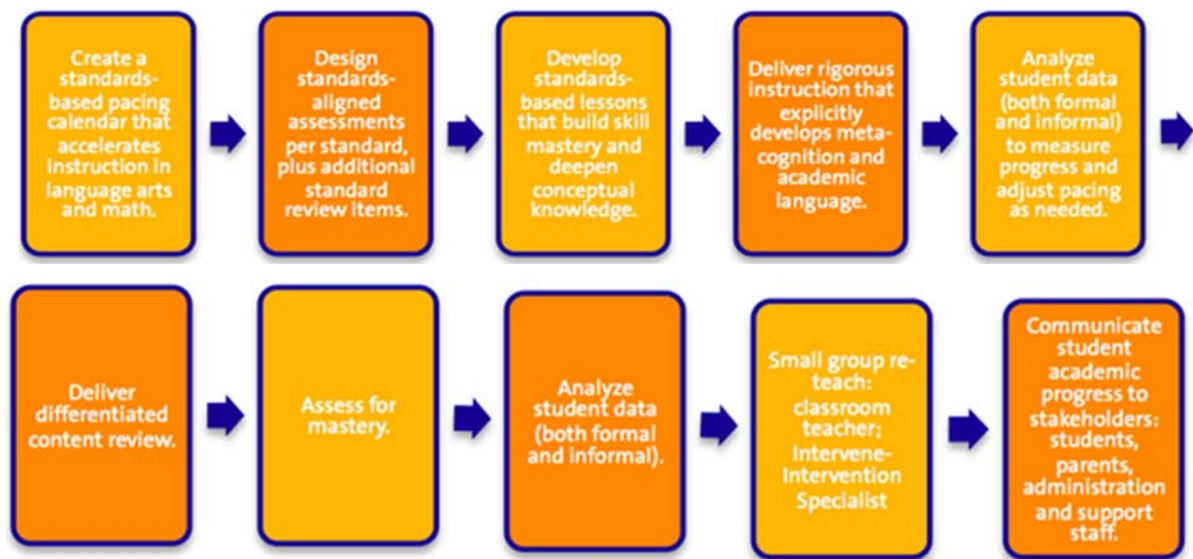
These outcomes are the same as those described in Element 1. The “LCFF State Priorities” table in Element 1 is incorporated here by reference.

Instructional Cycle and Methods of Assessment

All KCA 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 11 shows the ten steps of the KCA instructional cycle. While the first step will be completed in the summer, the following steps in the cycle will be ongoing.

Figure 11: KCA Steps of Instructional Cycle



KCA 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 5-8 take the CAASPP each spring. Additionally, all students in grades K-8 will take a ELA and Math norm-referenced test such as the MAP in the fall and the spring. By assessing the students at these grade levels, the KCA faculty will be able to monitor individual student growth and mastery of standards. 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 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.

KCA will also use the MAP, or norm-referenced equivalent, for all grades to determine students' academic gains and losses both within and between school years and may be administered at the beginning of the year and the end of the year. These data are used to measure student progress, compare different sets of classes, and identify gains and losses across years and within-year, all in an effort to improve instructional materials, school-developed assessments, instructional methods and sequencing, and inform professional development based on areas of weaknesses.

Each year KCA 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 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 assessment results will be provided to students/families four times a year. Progress reports will also be sent home intermittently as students take assessments weekly or daily. As soon as the data become available, the faculty and leadership team carefully examine it. 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.

KCA shall adhere to all state testing requirements applicable to charter schools. As established in the previous section, KCA 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, KCA 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).

KCA, like all KIPP LA schools, believes that data is a powerful instructional tool. KCA'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, KCA'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 CELDT or ELPAC each year as required.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessments

KCA will administer initial assessments, exit tickets, and regular weekly or bi-weekly assessments as well as interim 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 performance 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, Weekly and Bi-weekly Assessments

Using the initial assessments as a baseline for student groupings and instructional implementation, KCA will also implement a variety of teacher and region created formative assessments including daily exit tickets and weekly or bi-weekly assessments. During small group rotations in ELA and math, teachers will administer exit tickets daily to do a quick check for understand after a lesson. Exit tickets allow teachers to quickly identify and respond to students who are struggling with a finite topic. 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.

In addition to exit tickets, KCA's teachers will administer weekly or bi-weekly formative assessments. Using the standards-based pacing calendar, teachers will create formative assessments to appropriately measure mastery of the topics taught in the previous week or two weeks. All assessments will be aligned with CCSS, NGSS, and state content standards, and teachers will be encouraged to design rigorous, authentic assessments that mirror performance tasks as designed by the CAASPP developers. School Leadership will review these formative assessments to ensure rigor and alignment.

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, weekly and bi-weekly 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 interim assessment cycles, teachers will continue to discuss their students' 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 weekly or bi-weekly 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 KCA’s goals for weekly or bi-weekly assessments.

Performance expectations for these assessments can be found below:

Figure 12: KCA Performance Expectations

ELA	
Weekly/Bi-weekly Assessments	ELA: All students will show proficiency on at least 55% of standards
Math	
Weekly/Bi-weekly Assessments	Math: All students will show proficiency on at least 50% of standards.

Interim Assessments

Using the instructional cycle as a guide, KCA will institute five interim assessment cycles throughout each school year. Each cycle will range in length from six to eight weeks and will culminate with a standards-based interim assessment. The standards taught during this interim assessment period will be based on a scope and sequence the teachers create after systematically backwards mapping the state standards as well as reviewing student performance on previous interim assessments. The structure and format of these assessments will mimic the structures found in the CAASPP. Assessments at KCA will consist of structured response items, constructed response items, extended response items, performance tasks, and technology-enhanced tasks.

One portion of these interim assessments will be teacher-created to ensure that they match the scope and sequence KCA has defined in both math and literacy. These assessments will be given online to prepare for the CAASPP. Online assessments are taken through Illuminate, a student data program. Students have individualized accounts and use Chromebooks to log in and complete multiple choice and constructed response online assessments. These assessments are collaborative and cover a combination of content areas, including reading comprehension, writing, science, and social studies.

In addition to teacher-created interim assessments, KCA will also use several literacy interim assessments to assess student progress from Kindergarten through eighth grade. For students in Kindergarten through second grade, we will use the STEP reading assessment, developed by the University of Chicago Urban Education Institute to assess students’ phonemic and phonological awareness, accuracy, fluency, and comprehension. Starting in the third grade, we will utilize the Fountas and Pinnell assessment as well as assessments created by Teachers College Reading and Writing Project to measure students’ academic growth and needs. The assessments may not list particular standards, however the results will inform the teachers, who are familiar with the standards of where students need the most help.

KCA will also administer interim writing benchmarks at least three times a year in each grade level to assess student progress in meeting CCSS writing standards as well as growth and developmentally appropriate genre-based rubrics. Grade levels will use these assessments to identify topics for mini-lessons in writing. Teachers will

also choose exemplars from the assessments to guide student-based discussions at the classroom, grade-level, and school-level about overall student progress and achievement in writing.

For Math, KCA will utilize teacher created assessments, individualized student assessments using our adaptive online programs, and participate in the regional common assessments. Where all students in the same grade attending a KIPP school in our region take the same exam.

To monitor students’ progress in mastery of science and social studies standards, teachers will administer and create standards-based assessments throughout the year. students will take interim assessments focused on the standards they have been exposed to as well as other informal and formal forms assessment tools.

After each cycle’s assessments are completed, teachers will convene to analyze assessment data, discuss trends, and create the scope and sequence for their respective groups for the next interim assessment cycle. Special attention will be paid to the creation of intervention groups, differentiating instruction for struggling learners, and further enrichment for more advanced students.

As the interim assessment results are the primary driver of informing instruction, they also inform professional development. For example, if there is a weakness in the area of text structure school-wide, a teacher who is very strong in this area may be called upon to share with her grade level or the entire team her effective strategies in this instructional area. Also, observations may be arranged for teachers needing support to visit those teachers who are excelling in a certain area. Readings may be selected to target an area of growth in making inferences if it is an area needing improvement. The School Leader will also focus observations based on certain areas of growth to provide support to the teachers and drive forward students’ mastery of the standards.

Performance expectations for interim assessments can be found in the table below:

Figure 13: KCA Performance Expectations for Interim Assessments

ELA	
Interim Assessments	ELA: All students will meet or exceed 55% of standards
	ELA: At least 55% will meet or exceed grade level standards-based interim assessment
	ELA: At least 55% will meet or exceed grade level standards-based interim assessment
Performance Tasks	At least 55% of students will average a rubric score of 4 or higher on each performance tasks administered.
Writing Assessments	At least ELA: 80% of students will average a rubric score of 4 on the last two authentic writing assessments (given at the end of each instructional cycle).
Math	

Interim Assessments	Math: All students will meet or exceed 50% of standards.
	Math: At least 50% will meet or exceed grade level standards-based interim assessment
	Math: At least 50% will meet or exceed grade level standards-based interim assessment
Performance Tasks	At least 50% of students will average a rubric score of 4 or higher on each performance tasks administered.

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 KCA 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, KCA’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 interim 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:** Staff 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.
- **Lesson Plan Reviews:** Weekly, grade levels will review assessments and lesson plans 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, KCA'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, KCA 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, KCA will use student performance data to assess our educational program and ensure that we are meeting our goals as outlined above. KCA's leadership, in concert with the KIPP LA academic team, will analyze student formative and summative assessment data to determine whether KCA 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 KCA leadership to augment instruction, intervention, or curricula to put learning back on track and progressing.

Grading Policy

KCA 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 – 4 corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs.

Figure 14: Sample Report Card

Name:

Grade:

Homeroom:

Report Card 2014-15 -

Attendance				
	Q1	Q2	Q3	Q4
Absent				
Truant				
Tardy + Truant				

Referrals			
Q1	Q2	Q3	Q4

Keep track of your child's grade online, anytime!
www.illuminatehc.com/kippla

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

Promotion and Retention Policies and Procedures

KCA, like all KIPP LA schools, will follow KIPP LA's Board Policy on Acceleration and Retention. KCA 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); this is not the sole indicator
- 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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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

The Charter School will be a directly funded independent charter school and will be operated by KIPP LA Schools, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

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 non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School.

Organizational Chart

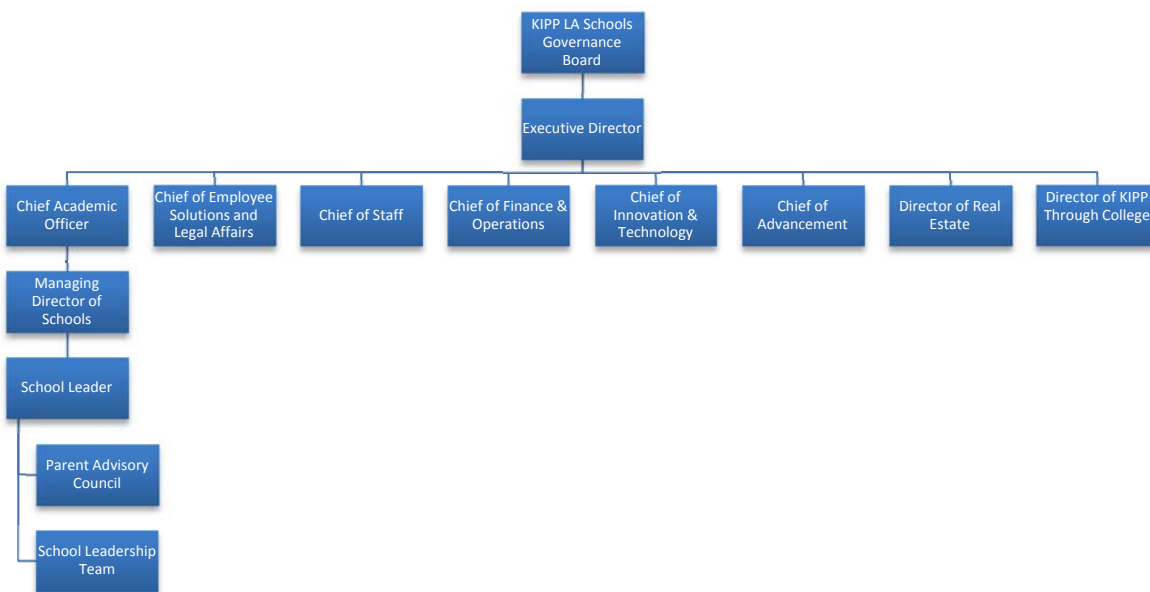
A single board governs KIPP LA Schools by providing leadership, support and oversight of the organization. The Board of Directors is responsible for hiring the Executive Director. KIPP LA’s management team hires all other positions within KIPP LA.

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

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

Figure 15, below, is an organizational chart of the KCA governance structure.

Figure 15: KCA Organizational Chart



Note that The EL coordinator’s duties are added to an administrator’s role, at KIPP Corazon our Assistant School Leader assumes this role.

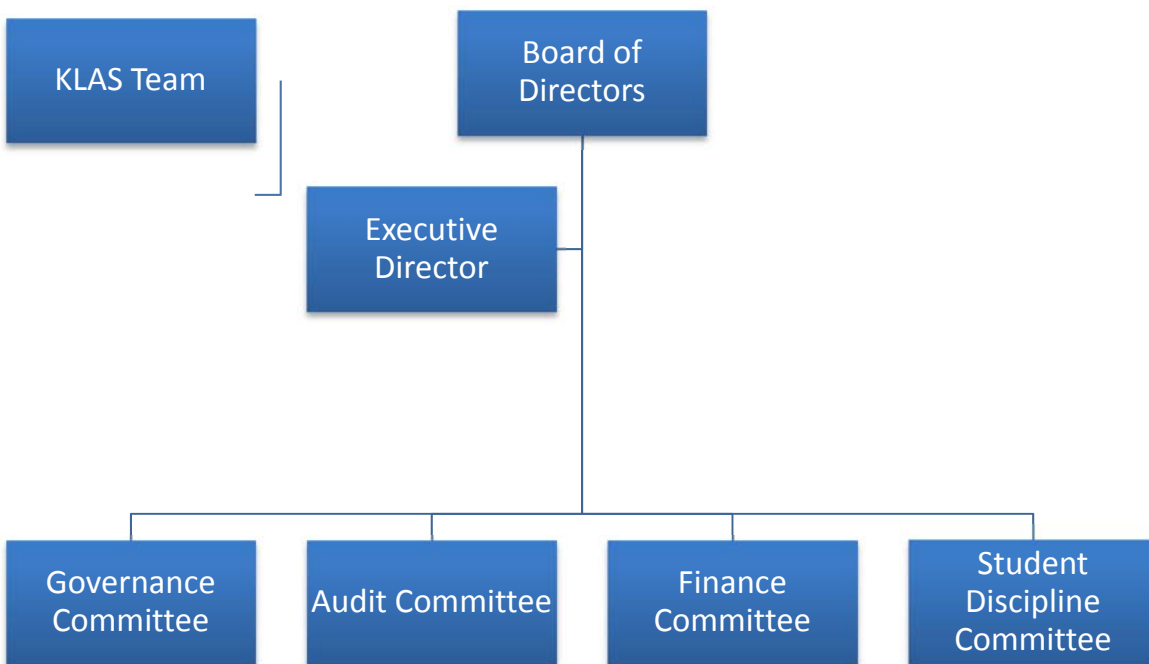
Role of Governing Board

The KIPP LA Schools Board of Directors (the “Board”) will include several standing committees, Figure 15, 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. All committee meetings will meet within the boundaries of LAUSD. 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. This committee currently has 4 members.
- **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 Executive Director, determining executive compensation and Board composition, and leading Board recruiting, nominating, training and education. This committee currently has 4 members.
- **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. This committee currently has 3 members.
- **Student Disciplinary Committee.** The Student Disciplinary committee oversees the due process for student suspensions and expulsions. This committee currently has 3 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 16: KCA Standing Board Committees



The Executive Director, who reports to the board, is responsible for the management and operations of KIPP LA. The Executive Director helps support the Audit Committee, the Governance Committee and the full Board. The Executive Director’s direct reports include:

- **Chief Academic Officer (“CAO”).** The CAO is responsible for the operation and oversight of all KIPP LA schools. Her 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 Managing Director of Academic report to the CAO. The CAO helps support the Parent Engagement ad hoc committee and the Student Discipline Committee of the Board.
- **Chief of Employee Solutions and Legal Affairs (“CESLA”).** The CESLA oversees all Human Capital functions including teacher recruitment, credentialing, and human resources. Further, they serves as General Counsel for

KIPP LA and coordinates with KIPP LA’s outside legal counsel on all legal matters. The CESLA helps support the Student Discipline Committee.

- **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 and operational aspects of KIPP LA. The CF&O is responsible for ensuring the financial well-being of the organization, ensures that all operational compliance is met and executes day to day operations. 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 Advancement (“COA”).** 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.
- **Director of KIPP Through College (“KTC”).** Through the regional KIPP Through College team the KTC Director leads KIPP LA’s alumni support efforts, which include high school placement and support, college access, and college retention. KIPP LA currently supports nearly 1,200 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 can serve up to three, three-year terms (nine years total). 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 **Tab 7** for a list of KIPP LA Schools Board members and their resumes.

The KIPP LA Board seeks to add new members as needed. Our current Board of 15 members provides the organization with adequate committee members, a range of professional expertise and representation of a cross-section of Los Angeles. The Board seeks to attract a variety of individuals who serve one or more roles on the Board: Governance; Ambassador including involvement in community; Sponsor by giving their expertise, money and time; Consultant by providing his or her skills and knowledge. Specific skillsets to ensure adequate governance include real estate, legal, accounting and finance expertise.

Qualifications of KIPP LA Schools Board Members

KIPP LA Schools’ Executive Director will work closely with the Board of Directors to ensure that board members fully support the Charter 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 aligned with 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 Executive Director.
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. Executive Director, 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 Executive Director;
 - 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.

The Board of Directors for KIPP LA Schools will add new members if there is a vacancy and need.

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 Executive Director 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 Executive Director 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 and 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
 - Make a significant personal financial contribution to KIPP LA;
 - 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. Executive Director 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 Charter 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 the LAUSD, preferably at a KIPP LA school or the School Success Team office;
- Set aside time at each meeting for public comment;
- 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 the Robert's Rules 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 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; KIPP LA complies with Brown Act and posts notification of public meetings 72 hours in advance on our website (www.kippla.org) and at each school site. This posting is the same for teleconference meetings and their corresponding locations.
- Agendas must be posted at each teleconference location, even if a hotel room or a residence;
- Each teleconference location must be accessible to the public and have technology, such as a speakerphone, to enable the public to participate;
- The agenda must provide the opportunity for the public to address the legislative body directly at each teleconference location; and
- All votes must be by roll call.

Stakeholder Involvement

We have built a school and program based on high expectations, excellent instruction, focusing on results, and partnering with families. Our partnership with families is instrumental in achieving our results. Our parents are well informed about intervention strategies to use at home from our workshop-style Literacy Night and Math Night for families. Teachers and administrators frequently check in with parents about student progress via telephone, written notes, and in person, and via home visits.

The school will also 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. Teachers can be members of our school site council, and attend stakeholder meetings regarding our LCAP. 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's LEA plan.

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 Family Leadership Council (FLC). Any parent who is interested can become a member for the FLC, within the FLC parents will nominate and vote for peers for leadership positions. With the FLC, parents have the opportunity to be leaders in many of the Charter School's extracurricular activities (like the winter concert and chocolate sale), 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 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.

We 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 hold office hours to support and train parents. In addition, we will hold several other types of nights that may include Back to School Night, Literacy Night, Math Night, Living the College Dream, Standardized testing Night, Art Night, Spanish Night, and College Readiness Night as well as other nights as deemed necessary.

Parents will help the entire classroom community, not just their child. The objective is two fold; 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 build a strong sense of community, collaboration, and internalize the "we are all in this together" mentality. This may be a family leadership meeting or one of the family nights described in the first paragraph of this section

In terms of receiving and incorporating feedback from parents, at the end of the Family Leadership Council meetings, school leadership spend time listening to concerns and feedback. The School Leader and/or Administrative Designee, listens, responds or follows up directly with the impacted stakeholders. In terms of providing feedback on the educational program, school leadership carves out time during one or more of the family meetings to present the school's academic goals and get their feedback. The staff then analyzes the trends and incorporates as we see fit.

Members of the Board of Directors of KIPP LA Schools work closely with KIPP LA Senior Leadership to help support all KIPP LA Schools. They demonstrate their dedication to KIPP LA's mission and students by championing the organization in the community and lending their professional expertise to development and operational matters. The Board provides thorough and rigorous financial and operational oversight of the organization in order to ensure compliance and long-term sustainability.

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

KCA’s leadership team is led by a Co -School Leaders who report to the Managing Director of Schools. The Managing Director of Academics reports to the Chief Academic Officer. The Co- School Leader is 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 School Leaders, Assistant School Leader(s), Dean(s), and School Business Operations Manager(s). 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 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 School Leader. Below is an outline of all staff positions at KCA and their reporting relationships.

KCA employs four lead classroom teachers at every grade level. Fifth grade and sixth grade will have an intervention teacher that helps support students in their specific grade level, in addition to a co-teacher for phonics and guided reading. KCA’s blended learning model allows for students to receive all instruction in English language arts and mathematics in small groups ranging from six to 15 students depending on the needs of the learners in the group.

School Administration

Types: School Leader, Assistant School Leader, Dean

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. School Administration is responsible for the overall academic program and management of the Charter School. S/He is the primary person responsible for keeping the Charter School focused on realizing its mission, adhering to the five pillars – high expectations, choice and commitment, more time, power to lead and focus on results—enhancing the Charter School’s culture and upholding its values. School Administration’s chief responsibility is to support, guide, and develop teachers in their pursuit of teaching excellence.

Essential Functions:

1. Student Performance

- Set and enforce rigorous standards for student achievement that are in line with the goals of KIPP LA Schools.
- Ensure the academic program meets or exceeds yearly student outcome goals as defined by KIPP LA Schools and measured by the CAASPP and MAP.

2. Organizational Leadership

- Develop organizational goals and objectives consistent with the mission and values of KCA and KIPP LA Schools.
- Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the Charter School and the region.
- Create a culture of excellence, team work and collaboration amongst the staff, teachers, students and families
- Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.
- Oversee all programs, services, and activities to ensure that program objectives are met.
- Ensure compliance with funding sources, KIPP National, KIPP LA Schools, the State of California, The Federal Government, the County of Los Angeles and the Los Angeles Unified School District.
- Manage student recruitment and enrollment process to ensure that the Charter School achieves its targeted enrollment projections.
- Ensure the safety and security of all students, staff, visitors, and public and private property.
- Ensure an orderly learning environment.
- Ensure appropriate standards of student behavior, performance, and attendance.
- Address any disciplinary issues fairly and immediately.

3. Instructional Leadership

- Manage, evaluate and develop a team of teachers.
- Work with teachers to constantly assess and improve student achievement results.
- Ensure use of effective, research-based teaching methodologies and practices.
- Implement data-driven instruction and lead discussions about student performance.
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.

- Keep abreast of successful instructional methodologies and practices.
 - Provide high quality curricular training and resources to staff.
 - Ensure consistencies in instruction and practice amongst team of teachers.
 - Foster culture of professionalism among teachers and staff.
 - Ensure learning environment and classroom instruction maximizes student learning.
 - Monitor progress of all students.
 - Supervise and mentor all teachers.
- 4. Operational Leadership**
- Develop a budget development with the assistance KIPP LA Schools Executive Director and Finance/Accounting Team that meets targeted requirements.
 - Oversee routine facilities maintenance.
 - Oversee management of school records and resources as necessary.
 - Participate in fundraising activities, as requested, to ensure adequate resources for KIPP Academy of Opportunity and KIPP LA Schools.
 - Ensure compliance of local, state, and federal laws and regulations and court orders.
- 5. Personnel**
- Recruit, select, and hire school staff, including teachers and school-based support staff.
 - Continually monitor progress on all measures of school and staff performance.
 - Administer KIPP LA Schools approved personnel policies and procedures.
 - Ensure legal hiring and termination procedures in collaboration with the School Support Center staff.
 - Oversee any and all disciplinary actions.
 - Provide for adequate supervision, training, and evaluation of all staff and volunteers.
 - Communicate the vision that supports the Charter School’s goals and values.
 - Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence.
- 6. Community Relations**
- Serve as liaison between teachers, parents, and the community.
 - Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the KIPP LA Schools team and a dedicated role model for other employees.

Minimum Qualifications for all Administration:

- 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

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 . 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 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.

School Business Operations Manager

- **Team Management:** Manages all operations staff at the school-site; sets goals for operations team and leads/supports team members toward both performance and developmental goals through regular check-ins and the implementation of KIPP LA performance management systems; works and collaborates with the broader KIPP LA operations community, including other school business operations managers, to help drive operational best practices across our schools;
- **Finance and Purchasing:** On-site arm of the Finance & Accounting Staff, with responsibility for timely vendor and purchase order submissions, effective implementation of financial policies, and assistance to the School Leader in oversight and control of school expenditures;
- **Student Information and Reporting:** Manages the student information system; attendance reporting; generates report cards, progress reports, and schedules; and coordinates with KIPP LA's School Support Center with regard to all data analysis and reporting; Ensures confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;
- **Facilities:** Manages and oversees the upkeep of the Charter School's facilities and coordinates with the School Support Center to implement school facility projects; Manages maintenance, janitorial and pest control services and vendor relationships; Develops and maintain facility maintenance plans and schedules;
- **Nutrition Program:** Manages the School Nutrition Program and implements processes and procedures that result in high quality and cost effective food services; Submits meal reimbursement claims, coordinate with food vendor, and ensures compliance with applicable laws and regulations;
- **Trip Planning and Event Coordination:** Plans and coordinates logistics for school events and activities as needed, including, Saturday school, parent meetings, concerts, special ceremonies, fundraise and field lessons;
- **Compliance:** Coordinates with the School Support Center to ensure that compliance requirements and reports are completed on time;

Student Information & Data

- Manages and maintains Illuminate, KIPP LA's student information system;
- Maintains student records in accordance with federal, state, and school-based policies, as well as audit guidelines;
- Monitors records verification of incoming students, prepares transcripts for current students, and prepares withdrawal forms for transferring students;

- Ensures confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;
- Supports annual new student recruitment, lottery, and enrollment processes; and
- Supports school data submissions, such as CALPADS.

Attendance

- Ensures the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs; and
- Prepares monthly attendance reports.

Office Operations

- Organizes, secures, and maintains a pristine office space and environment;
- Directs phone calls and guests warmly and professionally;
- Types, translates, and distributes school correspondence including letters, memos, and bulletins;
- Assists with coordinating travel arrangements, field trips, and other student and school-wide events;
- Assists in ordering, purchasing, receiving, and organizing materials;
- Supports all school-based communication systems; and
- Distributes all incoming mail.

Student and Family Relations

- Attends to student needs and injuries;
- Welcomes and attends to prospective and current families;
- Upholds and maintains a positive, nurturing, achievement-oriented school culture;
- Seeks and implements feedback from stakeholders (parents, peers, manager, etc.) and offers feedback in an honest, respectful and timely way; and
- Builds relationships with families to keep them well-informed and support their needs.

The Operations Aide's duties and responsibilities include:

- Set up breakfast and/or lunch area daily, including distributing meals to students (no cooking or food preparation required) and following all required procedures;
- Set up and take down play equipment and materials;
- Provide opportunities for students to play organized games during recess;
- Support and supervise students to resolve conflicts independently
- Supervise students as they eat and play;
- Assist with lunch clean-up;
- Assist with breakfast clean-up in classrooms;
- Uphold all values and expectations while supervising students;
- Communicate with teachers and staff regarding students' behavior; and
- Other duties as assigned.

Qualifications

- 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

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).

Duties & Responsibilities include:

- 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
- Contribute to the design of a rigorous curriculum that includes the Charter School's standards as well as the California State Content Standards and Common Core State Standards
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Model and teach the values of the KIPP LA school and uphold the Commitment to Excellence
- Implement classroom management techniques to create a nurturing, safe, & structured learning space
- Maintain high expectations for students' academic achievement and conduct
- Value and draw upon students' experiences and backgrounds
- Develop and administer assessments to measure students' growth and monitor mastery of standards
- Analyze informal and formal student assessment results to drive and inform instruction
- Actively participate professional development sessions & reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
- Adhere to school policies, procedures, and deadlines, including work schedule
- Strive to exceed standards on KIPP Framework for Excellence in Teaching
- Leads team meetings, ensuring that the team meets for at least 60 minutes per week;
- Calls for additional team meetings when necessary in order to best meet needs of the students;
- Creates a data driven, results driven culture among the team;
- Creates systems of accountability so that next steps are completed on time and are high quality;
- Builds family and community relationships through home visits, participation in parent workshops, assemblies and community inquiry projects;
- Seeks and implements feedback from stakeholders (parents, manager, etc.) and offers feedback in an honest, respectful and timely way;
- Identifies and establishes cultural goals with the team;
- Organizes and leads family meetings when necessary in order to proactively plan support systems for students that are having challenges academically or behaviorally across all classes;
- Is available by cell phone (provided by the Charter School) for students and families to answer questions or address concerns until 8:00pm nightly; and
- Other duties as assigned.

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, peers & 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 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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall 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 and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

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.

Custodian of Records

The Director of Human Capital and the Human Resources Generalist will serve as the custodian of records for KIPP LA Schools, including KIPP Corazon Academy.

Additional Health and Safety Procedures

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in 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.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

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.

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.

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 (d)(e) by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment based upon as 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, physical or mental disability, childbirth or related medical conditions, 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" for consistency/to conform with all applicable non-discrimination laws. The Charter School shall develop 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

KIPP Corazón Academy will ensure that the Charter School is a safe and healthy environment for teaching and learning.

KCA will promote health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. KCA is committed to serving the needs of the whole child, which includes providing healthy food. KCA utilizes Revolution Foods, a leading provider of high quality food, as its food service provider. KCA 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, KCA, in collaboration with Revolution Foods, provides nutritional education for students and parents.

Finally, KIPP Corazón Academy 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: 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.

Court-Ordered Integration

Outreach to Achieve Racial and Ethnic Balance

KIPP Corazón Academy will partner with KIPP LA School’s 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 will be designed to ensure that outreach is targeted towards racially and ethnically diverse underserved students in KCA’s surrounding communities. During the interest and enrollment periods, KCA will ensure it provides relevant enrollment information to inquiring families through its website, telephone hotline, and by assisting families in person, via email or over the phone as they navigate the recruitment process and requirements.

Each year, KCA 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 KCA and KIPP LA middle school students to enroll in KCA. These students and families already know the expectations and culture of KIPP and could become a base for further student recruitment.
- Connecting with K-8 grade 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 KCA geared towards student recruitment.
- Targeting community events and community organizations to build relationships and spread information about KCA, 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 KCA.
- Walking the community and knocking on doors to distribute information about KCA. Being visible in the community is also essential so that community members meet the KCA School Leader 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 KCA. 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 KCA's applicant pool.

Until the school becomes fully grown, KCA will be leveraging parent word of mouth, banners and social media to promote the school, schools host information sessions that are open to community members; share leaflets at community organizations, parks and libraries; visit sporting events where KIPP students are participating and leaflet at summer night lights.

Generally, the student recruitment activities for KCA will start 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 in January, applications for enrollment. When distributing applications for enrollment, staff and volunteers will clearly explain the goals and expectations of KCA 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 Florence Firestone. Those conducting outreach and recruitment will speak the language used by families and community members. Recruitment materials will include information about KCA (e.g. the mission statement of the Charter School, pictures of KIPP students, information about the KIPP network of schools, and contact information for KCA) in both English and Spanish. KCA'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 KCA 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 KCA, students and families will learn from each other to

respect different viewpoints and find commonalities in all people. KCA 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 state law 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, 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 comply with all laws establishing minimum age for public school attendance in charter schools. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. 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, e.g. birth certificate
6. Release of records

Student Recruitment

Recruitment of incoming students will begin in September each year for the following school year. Outreach plans to achieve racial and ethnic balances outlined in Element 7 will be adhered to during the enrollment period. During the enrollment period, KCA will recruit heavily from the immediately surrounding community and provide interested families with opportunities to meet with the Charter School's staff to learn more about the Charter School's academic program, schedule, and expectations. Due to the racial, ethnic, and socio-economic make up the community immediately surrounding our site, KCA will recruit from a population of primarily socio-economically disadvantaged and traditionally underserved students.

Lottery Preferences & Procedures

KIPP Corazón Academy will implement the following admissions process, including an interest period, 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 KCA's website and in hard copy at the KCA 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:

- Students whose address of residence lies within the published boundaries of the District.
- Siblings of students currently enrolled at KCA.
- Children of KIPP LA regular employees (as long as that number does not exceed 10% of total enrollment).

Students currently attending KCA 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 (open enrollment period) will be collected and recorded in KCA's enrollment system and a copy of all interest forms is maintained. Interest forms request minimal student information and parent contact information and are made available both in paper form and online. The dates of the interest period will be made public on KCA'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 public random drawing (lottery) to assure all applicants an equal chance of gaining admission. The date of the lottery is also made public on KCA's website.

Lottery Proceedings

The date and time of the lottery is determined each year once it is determined that a lottery is required. The location of the lottery has yet to be determined, but the Charter School will seek a location either in or near the

location of the Charter School facility and in a space large enough to ensure all interested parties may observe the lottery. Families who submit interest forms will receive information about the date, time, and location of the lottery from the Charter School's Office Manager. 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 KCA's office manager 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 next steps and timelines the family must take 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.

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 added to the wait list; ordered on a first-come, first-served basis. Students accepted into the Charter School must accept admission by June 30 each year to be considered enrolled for the upcoming school year. 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 School Leader.

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

Annual Audit Procedures

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 KCA’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.

The annual audit will be completed and forwarded to the LAUSD Charter Schools Division, 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 Executive Director 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 KCA 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF 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 504 Plan?

Notwithstanding 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 has been established in order to promote learning and protect the safety and well being of all students at the Charter School and is inclusive of all suspension/expulsion issues. 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 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. KCA will make consistent to reflect that policy is distributed through student handbook. The notice shall state that this Policy and Procedures are also available on request at the School Leader's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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. The Charter School has created a school environment in which good behavior is rewarded and inappropriate behavior is recognized by teachers, parents, and students as harmful to the interests of all and, therefore, not acceptable.

In addition to the expectations for KIPP students that are included in the school's orientation materials, The Charter School has set forth a code of conduct in its Student and Parent Handbook. This code provides a detailed outline of expectations and prohibited conduct that could result in suspension or expulsion.

Through the consistent discussion of the KIPP character traits and the The Charter School values, The Charter School's students will know when they are meeting behavior expectations and will receive praise for doing so, when appropriate. 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 School Leader 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 School Leader or a school administrate designee 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 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 School Leader 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 School Leader or designee.

The Charter School and staff will engage in professional development, as possible, to ensure that we are implementing the most effective disciplinary policy and actions possible. Our leadership team receives comprehensive training and they relay training to their individual school staffs. This may include development on new disciplinary tools from experts, sharing best practices in discipline and prevention from other KIPP schools, or refining or reinforcing existing policies and techniques. The Charter School's School Leader will arrange for this professional development as it arises.

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. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Charter School's administrators 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. E.C. 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 48900(n); EC 48915(c)(4); 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); 48900(a)(1)
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC 48915(a)(2); 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)(3); 48900(c)

4. Robbery or extortion EC 48915(a)(4); 48900(e)
5. Assault or battery (or attempt thereof) upon any school employee EC 48915(a)(5); 48900(a)(1); 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. [See II.1]) E.C. 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. E.C. 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
- 9.
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4; 48915(e) (Grades 4 through 12 inclusive)
13. Engaged in sexual harassment. E.C. 48900.2; 48915(e) (Grades 4 through 12 inclusive)
14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3; 48915(e) (Grades 4 though 12 inclusive)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)

19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. 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. E.C. 48900(r); 48915(e)
22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 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 Ed. Code 48900 under category 3 offences subsections (a) – (e), i.e., the first five enumerated 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.) Ed. Code 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. Ed. Code 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, or threaten to disrupt the instructional process. Ed. Code 48900.5. Expulsion for these offenses are limited to situations in which the Executive Director 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. Ed. Code 915(e). There is a designated sub-committee of the board that makes the finding. An appeal can go to 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 principal or the principal'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.

Student Conduct Requiring Recommendation for Expulsion

Category 1 Offenses – Student Offenses with NO School Leader Discretion (except as otherwise precluded by law)

Category 1 offenses require that the School Leader shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. E.C. 48915(c). The Charter School intends to comply with the aforementioned Ed Code section :

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 48900(n); EC 48915(c)(4); 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). The Charter School intends to comply with the aforementioned Ed Code section:

1. Causing serious physical injury to another person, except in self-defense. EC 48915(a)(1); 48900(a)(1)

2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC 48915(a)(2); 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)(3); 48900(c)
4. Robbery or extortion EC 48915(a)(4); 48900(e)
5. Assault or battery (or attempt thereof) upon any school employee EC 48915(a)(5); 48900(a)(1); 48900(a)(2)

If there is a recommendation for expulsion based on a violation of the offenses identified in Ed. Code 48915(a)(1)-(5), designated committee of the Board may – but is not required to – expel based on a finding that the student committed the offense and 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 personal safety. See, Ed. Code 48915(b). The administrative panel shall decide within three school days of the hearing whether or not to approve the recommendation to expel to the designated committee of the Board. There is a designated sub-committee of the board that makes the finding. An appeal can go to the full board.

Suspension Procedures

(Ed Code § 47605(b)(5)(J))

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 submitted to the District for approval. 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 and their parent/legal 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. (Ed Code 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 student 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. (Ed Code 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. (Ed Code 48911)

This notice shall state the specific offense committed by the student. (Ed Code 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. (Ed Code 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. (Ed Code 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 Ed Code 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.

Upon a recommendation of expulsion by the School Leader /designee or Executive Director, 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 School Leader/designee or Executive Director 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. 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 KIPP LA Student Discipline Committee, which is a sub-committee of the KIPP LA Board. The Student Discipline Committee

will conduct the suspension appeal review. The Student Discipline Committee decision is final. If the parent/guardian objects to the panel's decision, the parent/guardian may submit a written objection which shall 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 Executive Director, and/or School Leader, have the authority to make expulsion recommendations. Final action is only taken by vote of the designated student discipline committee of the KIPP LA Schools Board of Directors.

Notice of Hearing

In the event that the Executive Director, 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 offences 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 days of the offense, unless the student and parent or guardian requests a postponement. 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. (Ed. Code 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 hearing will follow the procedures identified in Ed. Code 48918, and the student shall have the right to be represented by an advocate. 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 board 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 Ed Code 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 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. KIPP Corazon Academy 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, KCA must present evidence that the witness' presence is both desired by the witness and will be helpful to KCA. 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 school days after the hearing, the administrative panel shall submit their findings to the KIPP LA's Student Discipline Committee. The committee shall consist of members of the KIPP LA School's board that volunteer to serve on said committee. The Student Discipline Committee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no School Leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the designated committee on school discipline thereof. 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. (Ed. Code 48917)

Notification to Parent(s)/Guardians(s)

Upon the School Discipline Committee's issuance of a decision, the Executive Director 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.

Notification to the District

The School Leader or designee shall send a copy of the written notice of the decision to expel to The District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Right to Appeal

Parents and/or guardians have the right to appeal expulsions to the full board of KIPP LA Schools. Members of the Student Discipline Committee will not participate in the appeals hearing process. 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 Student Disciplinary Committee's decision should be reversed. The appeal must be hand delivered or sent USPS certified mail to the School Leader and/or Chief Academic Officer.

KIPP LA Schools board review is limited 7 calendar days to the record of proceeding held before the administrative panel and recommendations presented to the designated committee on school discipline. 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.

KIPP LA Schools, specifically the 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.

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, per applicable legal and retirement plan requirements.

All KCA staff will participate in Social Security and will have the option join a 401(k) plan.

KCA 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 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: 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.

KCA is a school of choice. As such, no student shall be required to attend the Charter School.

KIPP Corazón Academy will inform parents and students of their public school attendance alternatives by publicizing the District’s open enrollment period. KCA will support families interested in learning about their enrollment options by guiding them to nearby schools using resources such as LAUSD’s Resident School Finder and connecting them to the Local District Operations for placement.

Element 13: EMPLOYEE RIGHTS

“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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

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

Colleen Kennedy
KIPP Corazón Academy
3601 E. First Street Los Angeles, CA 90063
[See Element 14]

- 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.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.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise,

mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

If this joint meeting fails to resolve the dispute, the Superintendent and the School Leader shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution

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).)

REVOCATION OF THE CHARTER

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

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

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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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 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, Charter School payroll records, 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 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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella 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. *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 days of all new policies inception, 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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)

DRL Addendum

Assurances, Affirmations, and Declarations

KIPP K8 – KIPP Corazón Academy (also referred to herein as “[short form of school name]” 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).)
- 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 by or as 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 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 (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 annual update.” (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 the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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(I).

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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall 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 and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

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.

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 state law 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, 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)(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:

- k. Provisional Budget – Spring prior to operating fiscal year
 - l. Final Budget – July of the budget fiscal year
 - m. First Interim Projections – November of operating fiscal year
 - n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School's Calendar
 - r. Statistical Report – monthly according to Charter School's Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. 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 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF 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:
 - C. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - D. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding 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, per 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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 5) 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.

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
[See Element 14]

- 6) 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.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.
- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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).)

REVOCATION OF THE CHARTER

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

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

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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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:

9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.

16. 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:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. 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:

3. A description of the circumstances of the closure
4. 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:

4. Information on how to enroll or transfer the student to an appropriate school
5. 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
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. 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 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:

10. 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.
11. 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.
12. 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.
13. 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.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. 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.

17. 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.
18. 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:

4. 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.
5. 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.
6. 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:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. 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:

5. 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.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. 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 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:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. 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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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:
 - (iii) 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
 - (iv) 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.
 - (iii) 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.
 - (iv) 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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:

5. 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. 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.
7. 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.
8. 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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.

10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. Excess/umbrella 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. *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 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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)