



KIPP Comienza Community Prep Renewal Charter Petition

For the term July 1, 2020 – June 30, 2025

Submitted to The Los Angeles Unified School District

August 20, 2019

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Assurances, Affirmations and Declarations

KIPP Comienza Community Prep (also referred to herein as “KIPP Comienza” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray

within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension
District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- Statewide Assessment Data
The standard file including District ID.
- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

General Information

<u>GENERAL INFORMATION</u>	
<ul style="list-style-type: none"> The contact person for Charter School is: 	Hadley Huberman (TK-4th grade) and Melissa Helguera (5-8th grade)
<ul style="list-style-type: none"> The contact address for Charter School is: 	TK-4th Grade: 7300 Roseberry Avenue Huntington Park, CA 90255 5th-8th Grade: 6410 Rita Avenue Huntington Park, CA 90255
<ul style="list-style-type: none"> The contact phone number for Charter School is: 	TK-4th Grade Campus: 323-589-1450 5th-8th Grade Campus: 323-886-2355
<ul style="list-style-type: none"> The proposed address or ZIP Code of the target community to be served by Charter School is: 	TK-4th Grade: 7300 Roseberry Avenue Huntington Park, CA 90255 5th-8th Grade: 6410 Rita Avenue Huntington Park, CA 90255
<ul style="list-style-type: none"> This location is in LAUSD Board District: 	5
<ul style="list-style-type: none"> This location is in LAUSD Local District: 	East
<ul style="list-style-type: none"> The grade configuration of Charter School is: 	TK-8
<ul style="list-style-type: none"> The number of students in the first year will be: 	995 students
<ul style="list-style-type: none"> The grade level(s) of the students in the first year will be: 	TK-8
<ul style="list-style-type: none"> Charter School's scheduled first day of instruction in 2020-2021 is: 	August 11, 2020
<ul style="list-style-type: none"> The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) 	995 students

<ul style="list-style-type: none"> The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: 	Traditional
<ul style="list-style-type: none"> The bell schedule for Charter School will be: 	Monday: 7:30 AM-1:00 PM, Regular Instruction Tuesday- Thursday: 7:30 AM - 4:00 PM Regular Instruction
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2020 to June 30, 2025

KIPP Comienza Community Prep (“KIPP Comienza”) is operated by KIPP SoCal Public Schools (“KIPP SoCal”). KIPP SoCal is an independent California nonprofit public benefit corporation (formerly known as “KIPP LA Schools”) that was formed in 2007 to both support and grow KIPP schools initially in Los Angeles and now across Southern California. KIPP SoCal has also obtained 501(c)(3) tax-exempt status. KIPP SoCal has a local governing board that oversees and governs all aspects of KIPP SoCal’s operations.

KIPP SoCal currently operates 15 public charter schools within LAUSD, and 17 public charter schools across Southern California. KIPP SoCal currently educates nearly 7,300 students in transitional kindergarten (TK) through eighth grade. Additionally, KIPP SoCal supports nearly 2,700 alumni starting in ninth grade through college graduation. Ninety percent of our students qualify for federal free and reduced-price lunch, 98% are Latinx or Black, 22% are classified as English learners, and 12% receive special education services. According to a 2017 Stanford CREDO study, as a result of attending a KIPP SoCal (formerly “KIPP LA”) school, our students gain the equivalent of 90 days of additional English language arts learning and 115 days of additional math learning.¹ Based on this study, KIPP SoCal had the highest total impact of any Charter Management Organization in Los Angeles. Our schools significantly outperform district and California averages on state standardized testing and three of our schools have been honored with the National Blue Ribbon Schools Award for academic excellence. To date, 92% of KIPP SoCal alumni (students that completed eighth grade at a KIPP SoCal upper school) have graduated high school, 81% have matriculated into a college or university, and approximately 64% continue to persist in college or have already graduated. KIPP SoCal alumni graduate from college at a higher rate than the U.S. average and more than three times the rate of low-income peers, and are attending prestigious colleges across the country, including Duke, Georgetown, Penn, MIT, Stanford, Spelman, Berkeley, USC, and UCLA, among many others.

¹ Stanford Center for Research on Education Outcomes (CREDO) -- “Charter Management Organizations” (2017).

Community Need for Charter School

KIPP Comienza Community Prep is a tuition-free public charter school located in Huntington Park. KIPP Comienza's primary location is 7300 Roseberry Ave Huntington Park, CA 90255. During our last charter term, as we expanded grade levels, we operated four sites: a Kindergarten through first-grade campus located at 6348 Seville Avenue in Huntington Park; a second- through fourth-grade campus located at 6410 Rita Avenue in Huntington Park; a Proposition-39 site at Miles Elementary School serving fifth through sixth grade; and a seventh-grade campus at 3759 East 57th Street in Maywood. Then, in the 2018-2019 school year we consolidated our four sites to just two: a permanent private facility serving K through fourth grade at 7300 Roseberry Avenue in Huntington Park, and a private facility serving fifth through eighth grade at 6410 Rita Avenue in Huntington Park.

Our Rita Avenue location is in the same zip code as our Roseberry Avenue campus, only 2.5 miles away from our previous Maywood site, and just 0.5 miles away from our previous Proposition-39 site. Our two locations sit within a community that is predominantly low-income, with a high poverty rate, and few residents obtaining a bachelor's degree or higher. According to the Census Bureau's 2017 American Community Survey, the median household income in Los Angeles is \$54,501. However, in the 90255 zip code, where both KIPP Comienza Community Prep's sites are located, the median household income is just \$40,325. While the wider Los Angeles unemployment rate is 8.1%, our community's unemployment rate has climbed to 8.9%. It is no surprise, then, that Los Angeles' poverty rate of 20.4% is closer to the national poverty rate of 14.6%, while 26% of our community's residents live in poverty. To make matters worse, at a time when a college education is so critical to economic stability, only 6.4% of our community's residents have earned a bachelor's or graduate degree, which is about one-sixth the percentage of Angelenos and Americans who have attained that level of education.²

Since our founding year, KIPP Comienza Community Prep has made a positive impact on its community. In 2017, the U.S. Department of Education named us as one of its National Blue Ribbon schools in the exemplary high-performing category. The following year, we were named a California Distinguished School. Heading into our next charter term, we will strive for continuous improvement as we build on the successes that we have achieved so far. In our most recent charter term, the successes we have to celebrate so far include:

- Repeatedly outperforming Los Angeles Unified School District ("LAUSD") on CAASPP assessments in ELA and math
- Outperforming every LAUSD resident school on the 2016-17 and 2017-18 CAASPP assessments in ELA and math
- Every student group performing better on CAASPP's ELA and math assessments than their peers at LAUSD schools they otherwise would have been required to attend
- Keeping our suspension rate below 1% in every year of our charter term

² These figures were pulled from the 2013-2017 American Community Survey via the U.S. Census Bureau's American Fact Finder at <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>.

- Consistently obtaining high reclassification rates
- Improving the ELA outcomes of SpEd students on the 2018-19 CAASPP exam

The sections that follow discuss these successes in more detail, as well as our innovative instructional model, how that model addresses the needs of our student population, and the challenges that KIPP Comienza Community Prep has faced over the past charter term.

Academic Performance

Academic performance is the lead measure of community’s need for a charter school. In the sub-sections below, we use multiple measures of academic performance to demonstrate that KIPP Comienza Community Prep has met the needs of the community it serves, and will continue to do so in its next proposed charter term.

CAASPP Performance: Comparing KIPP Comienza to LAUSD

KIPP Comienza Community Prep has exhibited high academic achievement on the California Assessment of Student Performance and Progress, or “CAASPP.” Throughout the charter term, KIPP Comienza has significantly outpaced LAUSD in math and ELA outcomes. In many cases, the percentage of our students meeting or exceeding CAASPP standards in math and ELA was more than double the percentage of LAUSD students reaching the same mark. Most recently, in the 2018-19 school year, 68% of our students met or exceeded CAASPP standards in ELA, and 66% of our students did the same in math. Going back to 2015-16, LAUSD’s highwater mark of ELA achievement was 42% of students meeting or exceeding CAASPP standards, or 26 percentage points below our school’s most recent CAASPP ELA results. Similarly, LAUSD’s highwater mark of math achievement was 32% of students meeting or exceeding CAASPP standards, which was 34 percentage points below our school’s most recent CAASPP results.

Table 1a - KIPP Comienza Community Prep & LAUSD CAASPP Performance³

	2015-16 CAASPP		2016-17 CAASPP		2017-18 CAASPP		2018-19 CAASPP	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
KIPP Comienza	83%	85%	80%	70%	69%	68%	68%	66%
LAUSD	39%	28%	40%	30%	42%	32%	-	-

³ KIPP SoCal recognizes that at the time of submitting this charter renewal petition, the 2019 CAASPP data is not available for public release. We are sharing this data with LAUSD due to the special status of the authorizer relationship. Should the data not be public by the time the Board takes action on the charter renewal petition, KIPP LA agrees to redact the data, or to work with the District to achieve a different, mutually agreeable, solution.

When we break down the rate of students meeting or exceeding standards by grade level, we see the same pattern of KIPP Comienza students exceeding LAUSD’s performance. Table 1b below compares the ELA and math performance of KIPP Comienza’s third and fourth graders to those of LAUSD writ large:

Table 1b: Third- and Fourth-Grade CAASPP Performance of KIPP Comienza and LAUSD

	Third Grade		Fourth Grade	
	ELA	Math	ELA	Math
KIPP Comienza (2017-2018)	82%	94%	79%	83%
LAUSD (2017-2018)	42%	42%	42%	36%

In 2017-18, 82% of KIPP Comienza’s third graders met or exceeded standards in ELA—that is 40 percentage points higher than the rate of students meeting or exceeding ELA standards across LAUSD. Likewise, 94% of our third graders met or exceeded math standards, double the rate of students across LAUSD. Our fourth graders reached similar heights. 79% of them met or exceeded standards in ELA, compared to 42% of fourth graders across LAUSD. And 83% of our fourth graders met or exceeded standards in math, outperforming fourth graders across LAUSD by 47 percentage points.

Table 1c: Fifth- and Sixth-Grade CAASPP Performance of KIPP Comienza and LAUSD

	Fifth Grade		Sixth Grade	
	ELA	Math	ELA	Math
KIPP Comienza (2017-2018)	53%	38%	65%	56%
LAUSD (2017-2018)	42%	29%	39%	30%

Table 1c above shows that KIPP Comienza’s fifth and sixth graders outperformed their LAUSD peers as well. 53% of KIPP Comienza’s fifth graders met or exceeded CAASPP standards in ELA, outpacing LAUSD by 11 percentage points. In math, 38% of our fifth graders met or exceeded standards, which was nine percentage points higher than the rate of students reaching that bar across LAUSD. Meanwhile, our sixth graders topped their district peers by 26 percentage points in ELA and math.

In sum, the data tables above show that KIPP Comienza Community Prep has repeatedly outstripped LAUSD’s performance on CAASPP’s math and ELA exams. Our schoolwide CAASPP results in math and ELA have surpassed district-wide results in every year of our charter term. Similarly, when we compare our grade-by-grade 2017-18 CAASPP results to the District, we see that every grade level at KIPP Comienza outperformed their district peers. These comparisons are compelling proof points that KIPP Comienza’s academic performance is “at least equal” to the “the school district in which the charter school is located,” as required by our state’s criterion for renewing charters (Education Code Section 47607(b)).

CAASPP Performance: Comparing KIPP Comienza to LAUSD-Identified Resident Schools

Part of the District’s oversight of KIPP Comienza Community Prep includes a comparison of demographic and performance data between our school and LAUSD-identified “resident schools.” These resident schools are all within the District, and within close proximity to our school’s locations and the LAUSD schools our students otherwise would have attended. This demographic and performance data is reviewed on an annual basis. Table 1d below uses the most recent publicly available data to compare KIPP Comienza’s demographics and performance to LAUSD-identified resident schools:

Table 1d - Comparison to Resident Schools Demographic and Performance Data

Resident Schools Demographic and Performance Data													
	Grade Levels	# of Students 2018-19	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	2016-17 CAASP P ELA	2016-17 CAASPP Math	2017-18 CAASPP ELA	2017-18 CAASPP Math	2018-19 CAASPP ELA	2018-19 CAASPP Math
KIPP Comienza Community Prep	K-7	939	94%	9%	27%	1%	97%	80%	70%	69%	68%	68%	66%
Resident School						African American	Latinx						
Miles Avenue Elementary	K-5	980	96%	12%	41%	0.4%	97%	30%	25%	36%	26%	--	--
Middleton Street Elementary	K-6	919	97%	13%	36%	0.4%	98%	30%	24%	34%	28%	--	--
Pacific Boulevard	K-5	505	90%	28%	36%	0.6%	98%	35%	24%	37%	31%	--	--
Walnut Park Elementary	K-5	671	93%	9%	23%	--	98%	23%	14%	31%	17%	--	--
Lucille Roybal-Allard	K-6	575	88%	10%	29%	0.3%	96%	37%	30%	38%	29%		--

Resident Schools Demographic and Performance Data													
	Grade Levels	# of Students 2018-19	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	2016-17 CAASP P ELA	2016-17 CAASPP Math	2017-18 CAASPP ELA	2017-18 CAASPP Math	2018-19 CAASPP ELA	2018-19 CAASPP Math
Elementary												--	
Henry T. Gage Middle	6-8	1539	95%	14%	16%	0.6%	98%	26%	15%	28%	16%	--	--
San Antonio Elementary	K-5	569	92%	15%	32%	0.2%	93%	33%	30%	39%	33%	--	--
Corona Avenue Elementary	1-5	795	94%	13%	30%	0.1%	94%	33%	25%	38%	28%	--	--
State Street Elementary	K-5	516	91%	15%	30%	--	98%	23%	13%	31%	23%	--	--
Teresa Hughes Elementary	K-6	757	95%	14%	23%	0.1%	97%	29%	27%	39%	29%	--	--
Woodlawn Avenue Elementary	K-5	703	91%	13%	31%	--	95%	37%	31%	37%	33%	--	--
Chester W. Nimitz Middle	6-8	1431	93%	14%	13%	0.1%	99%	27%	23%	33%	21%	--	--
Middleton Primary Center	K-1	272	92%	10%	50%	--	100%	--	--	--	--	--	--
Walnut Park Middle A School of Social Justice and Service Learning	6-8	499	96%	7%	9%	0.8%	99%	29%	16%	32%	18%	--	--
Huntington Park Elementary	K-5	392	89%	14%	29%	0.3%	98%	24%	29%	27%	25%	--	--
Liberty Boulevard Elementary	K-5	586	94%	11%	31%	1%	94%	30%	25%	29%	29%	--	--
Hope Street Elementary	K-5	501	92%	14%	30%	0.6%	97%	36%	22%	36%	31%	--	--

Resident Schools Demographic and Performance Data													
	Grade Levels	# of Students 2018-19	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	2016-17 CAASP P ELA	2016-17 CAASPP Math	2017-18 CAASPP ELA	2017-18 CAASPP Math	2018-19 CAASPP ELA	2018-19 CAASPP Math
Tweedy Elementary	K-5	636	89%	12%	25%	--	97%	29%	31%	32%	34%	--	--
Graham Elementary	K-6	747	95%	9%	34%	4%	95%	22%	22%	30%	26%	--	--
Walnut Park Middle B Science, Technology, Engineering and Mathematics Academy	6-8	490	94%	12%	12%	0.2%	98%	43%	29%	41%	25%	--	--
Heliotrope Avenue Elementary	K-5	627	91%	17%	26%	--	97%	29%	28%	35%	26%	--	--

Source: CDE DataQuest

Let’s begin by taking a close look at how our school’s demographics compare to LAUSD-identified resident schools. Like nearly every resident school, more than 90% of KIPP Comienza’s students identify as socioeconomically disadvantaged and Latinx. English Learners (ELs) comprise 27% of our student population, which falls in the middle of the range of resident-school EL populations. And our SpEd population stands at 9%, which is on the low end of the range of resident-school SpEd populations (7% to 28%). By and large, however, KIPP Comienza’s demographic profile is fairly similar to its LAUSD-identified resident schools.

Despite similar demographic profiles, there is a wide disparity between KIPP Comienza and LAUSD-identified resident schools in CAASPP performance. In 2017-18, for example, no resident school came close to matching KIPP Comienza’s CAASPP performance in ELA. That year, 69% of our students met or exceeded CAASPP standards in ELA, which was 28 percentage points higher than the best-performing resident school. Likewise, on the 2017-18 CAASPP math exam, 68% of our students met or exceeded standards, which was 34 percentage points higher than the best-performing resident school. Simply put, our school is not just outperforming resident schools; we are significantly outperforming the very best resident schools our students might otherwise attend.

Table 1e - Historical KIPP Comienza & LAUSD Resident Schools CAASPP Performance

	2015-16 CAASPP		2016-17 CAASPP		2017-18 CAASPP	
	ELA	Math	ELA	Math	ELA	Math
KIPP Comienza	83%	85%	80%	70%	69%	68%
Resident-Schools Median	29%	21%	29%	25%	35%	27%
Difference	+54%	+64%	+51%	+45%	+34%	+41%

When we compare KIPP Comienza to the resident-schools median, the performance gap is even starker. Table 1e above compares our schoolwide performance to the resident-schools median over the course of our charter term. Year after year, KIPP Comienza tops the resident-schools median in ELA and math by more than 30 percentage points. Here again, we see powerful evidence that our school’s academic performance is “at least equal” to the “the school district in which the charter school is located,” as required by our state’s criterion for renewing charters (Education Code Section 47607(b)).

CAASPP Performance: Comparing KIPP Comienza to Our Students’ LAUSD-Assigned Schools

Education Code Section 47607(b)(4) directs school districts to determine renewal eligibility on the basis of whether a charter school’s academic performance is “at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend” To that end, our team identified each of the 105 schools that LAUSD would otherwise have required our students to attend (our analysis below refers to these schools as “LAUSD-assigned” schools). We then aggregated the CAASPP results of these LAUSD-assigned schools to derive a composite percentage of students meeting or exceeding standards in ELA and math. By this measure, our school’s performance in math and ELA shines again.

Table 1f below compares the percentage of KIPP Comienza student groups who met or exceeded CAASPP ELA standards in 2017-18 to their peers at LAUSD-assigned schools:

Table 1f - Comparison of KIPP Comienza 17-18 ELA Performance and LAUSD Assigned Schools

2017-18 CAASPP- English Language Arts - % meeting or exceeding standards						
	Schoolwide	African American	Latinx	English Learners	Students w/Disabilities	Socio-Eco. Disadvantaged
KIPP Comienza	69%	--	70%	29%	19%	69%
Assigned Schools	33%	--	33%	3%	6%	31%
Difference	+36%	--	+37%	+26%	+13%	+38%

This comparison shows that every one of our student groups is outperforming their peers at LAUSD-assigned schools in ELA. Our schoolwide population outperformed LAUSD-assigned schools by 36 percentage points. Likewise, our Latinx students outperformed their peers at LAUSD-assigned schools by 37 percentage points. Nearly ten times as many of our English Learners met or exceeded ELA standards, and more than three times as many SpEd students reached the same mark.

Table 1g - Comparison of KIPP Comienza 17-18 Math Performance and LAUSD Assigned Schools

2017-18 CAASPP - Math - % meeting or exceeding standards						
	School Wide	African American	Latinx	English Learners	Students w/Disabilities	Socio-Eco. Disadvantaged
KIPP Comienza	68%	--	69%	49%	28%	68%
Assigned Schools	26%	--	26%	5%	6%	25%
Difference	+42%	--	+43%	+44%	+22%	+43%

Our school outperformed LAUSD-assigned schools by even wider margins in math. Table 1g shows that 68% of our schoolwide population met or exceeded math standards on the 2017-18 CAASPP, outpacing LAUSD-assigned schools by 42 percentage points. Latinx students surpassed their peers at LAUSD-assigned schools by 43 percentage points. SpEd students outperformed their peers at LAUSD-assigned schools by 22 percentage points. And, most impressively, 49% of our English Learners met or exceeded CAASPP’s math standards, compared to just 5% of their peers at LAUSD-assigned schools.

Table 1h - Comparison of Average Distance From Three on CAASPP ELA (Grades Three Through Eight)

2017-18 CAASPP- English Language Arts - Average Distance from 3 (DT3)						
	School Wide	African American	Latinx	English Learners	Students w/Disabilities	Socio-Eco. Disadvantaged
KIPP Comienza	33.7	--	35.7	28.1	-64.2	32.6
Assigned Schools	-47.3	--	-45.1	-62.3	-133.5	-48.8
Difference	+81	--	+80.8	+90.4	+69.3	+81.4

We can also measure our school against LAUSD-assigned schools by comparing our third- through eighth-grade students’ average distance from three on the CAASPP’s ELA and math exams. This measure tells us the extent to which the average student’s scale score was above or below standard. Here again, our school is outperforming LAUSD-assigned schools across every student group in ELA.

Table 1h shows that nearly every one of KIPP Comienza’s student groups posted average scale scores above standard in ELA, while every student group at LAUSD-assigned schools posted average scale scores below standard. Our schoolwide population’s average scale score was 33.7 points above standard, which was 81 points higher than the average LAUSD-assigned school. Our Latinx students averaged 35.7 points above standard, compared to their peers at LAUSD-assigned schools who fell 45.1 points below standard. Our English Learners averaged 28.1 points above standard, outperforming their peers at LAUSD by 90.4 points. And even though our SpEd students averaged 64.2 points below CAASPP’s standards in ELA, they still outpaced their peers at LAUSD-assigned schools by 69.3 points.

Table 1i - Comparison of Average Distance From Three on CAASPP Math (Grades Three Through Eight)

2017-18 CAASPP - Math - Average Distance from 3 (DF3)						
	Schoolwide	African American	Latinx	English Learners	Students w/Disabilities	Socio-Eco. Disadvantaged
KIPP Comienza	28.3	--	31.1	25.1	-62.5	27.3
Assigned Schools	-63.0	--	-60.6	-75	-145.6	-64.4
Difference	+91.3	--	+91.7	+100.1	+83.1	+91.7

The same pattern holds true when we average scale scores on the CAASPP math exam. The average KIPP Comienza student scored 28.3 points above standard in math, surpassing LAUSD-assigned schools by 91.3 points. Latinx students, English Learners, and socioeconomically disadvantaged students all averaged more than 25 points above standard, rising more than 90 points above their peers at LAUSD-assigned schools. While SpEd students averaged 62.5 points below standard in math, they nevertheless outpaced their peers at LAUSD-assigned schools by 83.1 points.

Therefore, when we compare KIPP Comienza’s third- through eighth-grade students to their LAUSD-assigned schools, we see additional evidence that our school is meeting the state’s criterion for renewal. The 2017-18 CAASPP data discussed above shows that a higher percentage of KIPP Comienza students are meeting or exceeding CAASPP’s standards in ELA and math. The data also shows that our students are averaging higher scale scores in ELA and math than their peers at LAUSD-assigned schools. What is more, the CAASPP data discussed above demonstrates that we are outperforming LAUSD-assigned schools across every student group. In light of all this evidence, we can confidently say that KIPP Comienza Community Prep is meeting the needs of its community.

MAP Performance

Like all KIPP SoCal Public Schools, KIPP Comienza uses NWEA’s Measures of Academic Progress (“MAP”) to internally measure academic achievement in TK through second grade. MAP is a nationally normed, computer-based summative assessment given three times per year that tracks achievement in math and reading, thereby allowing us to track growth at the beginning, middle, and end of the year, as well as over multiple years. Table 1j below shows that our TK through second graders have posted consistently high achievement marks in reading and math across student groups:

Table 1j - Percentage of Student Groups At or Above Third Quartile on Spring MAP (TK through Second Grade)

	2015-16		2016-17		2017-18		2018-19	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Schoolwide	82%	89%	81%	87%	77%	83%	80%	82%
Latinx	82%	89%	81%	87%	76%	83%	80%	82%
Students With Disabilities	48%	48%	43%	48%	44%	53%	57%	60%
English Learners	78%	86%	76%	84%	65%	79%	67%	75%

Our schoolwide TK through second-grade population has posted impressive reading and math results in every year of our charter term. In three of the last four school years, 80% or more of our TK through second-grade students have reached the third or fourth quartile on their spring MAP assessments in reading. True, the percentage of TK through second-graders reaching the third or fourth quartile in math has dipped slightly year over year. But the percentage of students reaching that mark in math has never dipped below 82% over the charter term, and it has reached as high as 89%.

Since our students are predominantly Latinx, it is no surprise that Latinx student achievement has closely tracked schoolwide TK through second-grade achievement. From spring 2018 to spring 2019, the percentage of Latinx TK through second-grade students reading in the third or fourth-quartile on their MAP assessments rose four percentage points. Over the course of the charter term, the percentage of this Latinx student group reading in the third or fourth quartile on spring MAP assessments has never been lower than 76%. Likewise, in math, more than 80% of TK through second-grade Latinx students have reached the third or fourth quartile on every spring MAP assessment of this charter term.

We are also proud to report that our TK through second-grade SpEd population has made improvements in reading and math. In the spring of 2016, 48% of our TK through second-grade SpEd students landed in the third or fourth quartile on their MAP assessment in reading. By the spring of 2019, that figure had grown to 57%. We saw even greater growth in math over the charter term. In the spring of 2016, 48% of

our TK through second-grade SpEd students performed in the third or fourth quartile on their MAP assessment in math. By spring of 2019, that figure had grown to 60%.

As for TK through second-grade English Learners (“ELs”), we saw steadily high achievement in reading and math, despite some small dips from year to year. At the beginning of the charter term, 86% of ELs performed in the third or fourth quartile on their spring assessment in math. From that year forward, math achievement ticked downward every spring. Be that as it may, the percentage of ELs achieving third- or fourth-quartile performance on their spring math assessments still remained at 75% or higher for the entire charter term. As discussed below, our school is working hard to give ELs the additional supports they need to reach higher levels of academic excellence. We are already seeing these efforts payoff in reading, where EL performance has shifted upward in the past year. After seeing the percentage of EL students reading in the third or fourth quartile decrease to 65% in spring 2018, we saw an increase to 67% in spring 2019.

In brief, our overall MAP reading and math data shows that TK through second graders have maintained a high level of academic performance over the charter term. In most years, the percentage of our TK through second graders performing in the third or fourth quartile in reading and math has been 80% or higher. The same is true for our Latinx students within those grade levels. We have also seen SpEd students make notable improvements in reading and math. And even though the percentage of ELs reaching the third or fourth quartile in math has decreased to 75%, the percentage of ELs reaching that mark in reading has increased in the past year. As we move forward, we will strive for further improvement as we continue to meet our community’s need for a charter school.

Attendance and Chronic Absenteeism Rates

Of course, CAASPP and MAP data are just two indicators of academic performance; we also measure our academic success by our average daily attendance and chronic absenteeism rates. KIPP Comienza Community Prep knows that strong in-seat attendance is the starting point for academic achievement. Therefore, we aim to maintain an average daily attendance of 95%, while keeping our chronic absenteeism rate below 10%. We are proud to report that we have met both goals over our charter term.

Table 1k - KIPP Comienza Average Daily Attendance Rate 2015-2019

KIPP Comienza Community Prep Average Daily Attendance 2015-2019				
	2015-16	2016-17	2017-18	2018-19
Average Daily Attendance	96.7%	96.5%	96.7%	96.0%

Table 1k shows that our school has met our average daily attendance goal of 95% in every year of our current charter term. From 2015-16 through 2018-19, our average daily attendance has never dipped

below 96%. We see our strong average daily attendance as the foundation underlying our students' success in ELA, reading, and math.

Table 1l - KIPP Comienza Chronic Absenteeism Rate 2015-2019

KIPP Comienza Community Prep Chronic Absenteeism Rate 2015-2019				
	2015-16	2016-17	2017-18	2018-19
Chronic Absenteeism Rate	5.6%	6.8%	6.8%	7.9%

We have also kept chronic absenteeism below 10% over the course of our charter term. While we are proud to report that we have met our goal of keeping chronic absenteeism low, we are also cognizant of the small rise we have seen in chronic absenteeism since the 2015-16 school year. We attribute last year's 7.9% chronic absenteeism rate to the spike in absenteeism among our Kindergarten class (15.2%). We have moved swiftly to curb chronic absenteeism by:

- Positively incentivizing attendance through free dress, schoolwide celebrations, and other rewards
- Making phone calls to students who are edging closer to chronic absenteeism and coming up with proactive plans to nip the problem in the bud
- Having our school leadership and registrar attend parent conferences for chronically absent students in order to come up with proactive plans to address chronic absenteeism
- Conducting schoolwide attendance competitions that get teachers involved in incentivizing students as well

We believe these measures will not only keep chronic absenteeism below 10%, but also drive chronic absenteeism below our historical rates.

Suspension Rates

Table 1m: KIPP Comienza Suspension Rate 2015-2019

KIPP Comienza Community Prep Suspensions 2015-2019				
	2015-16	2016-17	2017-18	2018-19
Suspension Rate	0%	0%	0.4%	0.5%

We also see suspension rates as a key measure of academic performance. Our school strives to keep our annual suspension rate below 2% to ensure that every student has ample classroom time to learn and to enable our teachers to build positive relationships with our students and families. So, we are proud to report that our suspension rates have never risen higher than 0.5% over the course of our charter term (see Table 1m). We see our low suspension rates as another indication that we have built a positive school climate that can support the wide-ranging socioemotional needs of our community's students.

Oversight Reviews

Under Title 5 Section 11966.4 of the California Code of Regulations, LAUSD “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of [our school’s] future success.” To that end, we encourage the district to revisit the ratings we received in our annual performance-based oversight reports. The table below shows that LAUSD’s Charter School Division (CSD) has consistently rated KIPP Comienza Community Prep as accomplished (“4”) or proficient (“3”) in governance; student achievement; organizational management, programs, and operations; and fiscal operations. In effect, CSD has repeatedly concluded that our governance structure, operations, and finances make us well positioned to serve our community.

Table 1n: KIPP Comienza Community Prep’s Oversight Ratings Over Charter Term

Oversight Category	2015-16	2016-17	2017-18	2018-19
Governance	4	4	4	4
Student Achievement	4	4	3	3
Organizational Management, Programs, & Operations	4	3	3	3
Fiscal Operations	4	4	3	3

It is worth noting the observations underlying KIPP Comienza’s accomplished and proficient ratings. Our string of accomplished ratings in governance, for example, signals that our Board of Directors has a “highly developed system for the evaluation of the school leader(s).” It also demonstrates that our Board of Directors has established “comprehensive policies and procedures to ensure staffing compliance with applicable provisions of law . . . related to [our teachers’ and staff’s] qualifications, clearances, credentialing, and assignment requirements.” Simply put, our strong governance record is proof that our school has systems to ensure accountability of well-qualified and properly assigned staff. Such systems are essential to the future success of any school.

Likewise, when it comes to organizational management, programs, and operations, we have consistently demonstrated that we have what it takes to serve our students and families well. Year after year, CSD has rated our school accomplished (“4”) or proficient (“3”) in this category. These high marks indicate that KIPP Comienza has effective mechanisms in place to meet the needs of a diverse student population and stoke community involvement.

Throughout our charter term, CSD has also consistently rated student achievement as accomplished (“4”) or proficient (“3”). In large part, these consistently high ratings reflect KIPP Comienza Community Prep’s outstanding performance on CAASPP’s ELA and math assessments. As shown by our CAASPP results over the charter term (discussed in more detail above), our school has outperformed LAUSD writ large, LAUSD-identified resident schools, and the LAUSD schools that are students would otherwise be required.

CSD has also given our school high marks in fiscal operations. This category measures whether a school demonstrates sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements. Throughout our charter term CSD has consistently rated our school as accomplished (“4”) or proficient (“3”). Our history of sound fiscal operations shows that our school and KIPP SoCal are trustworthy stewards of public funds.

In sum, CSD’s high marks in oversight reviews indicate that our school has a high likelihood of future success. There is arguably no more objective measure of our school’s operations and finances than CSD’s annual performance-based oversight reports. In CSD’s view, KIPP Comienza’s governance has rated as “accomplished” in three of the first four years of our charter term. CSD has consistently rated student achievement as either “accomplished” or “proficient” every year of our charter term. Our organizational management, programs, and operations has rated as either “accomplished” or “proficient” every year of our charter term. And our school’s fiscal operations have been “proficient” for the past three years. Therefore, by CSD’s standards, KIPP Comienza Community Prep is well-equipped for improving educational outcomes, overcoming challenges, and ensuring our school’s future success.

The California Dashboard

KIPP Comienza did not have any red or orange state performance indicators and met all local performance indicators on the 2018 California Dashboard. The most significant performance gap was suspension for students with disabilities, which was two performance levels below “all students” performance (orange and green, respectively). In 2017-18, KIPP Comienza suspended only one student, a student with disabilities. The school has since worked to improve suspension outcomes for students with disabilities and all students by implementing school-wide PBIS, formal and informal counseling, social skills groups, and frequent home-school communication with families. As a result of these strategies, the school is projected to have a schoolwide suspension performance color of blue and a performance color of yellow for suspension among students with disabilities on the 2019 CA Dashboard. The school is also projected to maintain its green performance colors for both ELA and math.

Success of Key Features

Effective Class Discussions

KIPP Comienza Community Prep has made significant progress in aligning practices for effective class discussions, particularly in our Kindergarten through fourth-grade classrooms. During class discussions, our students use sentence frames to talk through their learning. Such student-centered discussions and accountable talks typically take place at varying levels of developmental appropriateness during guided practice and class debriefs. Students may rely on sentence frames that are posted in each classroom that support them with habits of discussion. Frames might say things like “I agree with _____ because _____” or, “I would like to add on to _____ because _____.” Additionally, students may be seen using hand signals (especially in the lower grades) to show that they agree, disagree, or would like to add onto another students’ thought. We believe these practices have positively impacted our students’ ability to

think critically, engage in discourse with other students, and support ELD implementation school wide. In the coming year, our upper school will continue to draw from the lessons we learned in lower school to similarly increase the rigor of class discussion.

Data-Driven Instruction

KIPP Comienza has successfully implemented data-driven instruction over the charter term. Data drives the decision making of our teachers and school leadership every day. Our teachers use student achievement data from exit tickets, online blended learning programs, independent practice, interim assessments, and end-of-unit assessments. Teachers then use weekly grade-level collaboration meetings to analyze student outcomes, discuss data trends, co-plan next week's lessons, identify areas for reteach, develop blended intervention blocks, and target students for small group instruction. Our intense focus on data-driven instruction is the key factor underlying our school's track record of outperforming LAUSD, resident schools, and the schools our students would otherwise be required to attend.

Clear Instruction

KIPP Comienza has also successfully implemented strategies to ensure our students receive clear classroom instruction.

Clear instruction starts with the lesson cycle. In every classroom, our teachers use modeling, guided practice, and independent practice to help students master learning standards. Modeling takes the form of teachers emphasizing key conceptual and procedural points by explaining the steps necessary to solve the task. Meanwhile, during guided practice, teachers ask students to actively process and show evidence of understanding throughout the guided practice via asking questions that require students to think of an answer and write, show, or verbalize it. Then, during independent practice, our students work independently on a task while the teacher circulates to support students as needed. These practices are the foundation of effective instruction across lower and upper grades.

We have also used professional development to help our teachers hone their presentation of key points and craft student-facing criteria for success. Simply put, key points use student-friendly language to convey the most important new knowledge and skills within a lesson's learning objective. Our teachers aim to emphasize these key points with clarity throughout any given lesson. With that aim in mind, teachers provide scaffolds, supports, and modifications of key points for all learners in their classroom. In upper-school classrooms, our teachers take key points one step further by writing student-facing criteria for success, or "CFS." The CFS highlights the quantitative and qualitative steps for student success in their classrooms. So, for example, teachers post the steps necessary to complete a given task so that students can self-regulate to complete the assignment successfully. The end result of our teachers' focus on key points and CFS is greater clarity for students and observers about the most important knowledge and skills are in the lesson.

Challenges

Expanding Our School

In the 2016-17 school year, KIPP Comienza expanded to serve fifth through eighth grade. By the 2019-20 school year, we will have a fully enrolled fifth-through-eighth grade upper school. We are proud to say we took on the challenges that come along with expansion, because it means that we will ultimately be able to offer a high-quality education to even more students. Here are the specific challenges we have encountered:

- *Bringing Newly Enrolled Students Up to Speed* - After KIPP Comienza opened its upper school, we began to see small dips in our schoolwide CAASPP results in ELA and math. We attribute these dips in ELA and math performance to the high number of new students who we enrolled in upper grades between the 2016-17 and 2017-18 school years. In 2016-17, for example, more than one-quarter of fifth graders examined in math and ELA had spent just one year with KIPP. Among these students, only 52% met or exceeded standards in ELA, and only 26% met or exceeded standards in math. Similarly, in 2017-18, 19% of sixth graders examined in math and ELA had spent just one year with KIPP. Among these students, only 39% met or exceeded standards in ELA, and only 35% met or exceeded standards in math. We are every bit as responsible for newly enrolled students as we are for students who have attended KIPP schools for years. And our 2018-19 CAASPP results show that we are making progress. In 2017-18, for instance, 56% of our sixth graders met or exceeded CAASPP standards in math. These students moved on to seventh grade in 2018-19, where 65% of them met or exceeded CAASPP standards in math, an increase of nine percentage points. These same students also made gains in ELA, moving from 65% meeting or exceeding CAASPP standards in 2017-18 to 77% reaching that mark in 2018-19.
- *Stabilizing Upper School's Leadership* - In addition the challenge of bringing new students up to speed, the upper school had to contend with mid-year leadership changes. In the middle of the 2017-18 school year, our upper school's founding School Leader left her position, with only a few months left to go before students sat for their CAASPP exams. Upper school's current School Leader quickly assumed the position, but then had to take leave in the fall of 2018. Now that upper school's current School Leader is back at the helm, we are excited to enter a period of greater stability. We anticipate that greater stability will help us build on the academic gains upper school made over the last year.
- *Aligning Routines and Procedures* - KIPP Comienza is also working on aligning routines and procedures of our lower and upper schools. To that end, we have started implementing a consistent value system from lower through upper school. From TK/Kindergarten through eighth grade, we now focus on teaching the values of courage, ganas, honor, and reflection. This way, as lower school students move onto upper grades, a common values-based language will help make the transition seamless. In a similar vein, our TK-through-fourth-grade School Leader now

plays a more active role in the day-to-day management of upper school, as we strive to extend lower school’s successful routines and procedures across grade levels in age-appropriate ways. We believe better alignment across lower and upper schools will have the added benefit of building trust with our parents who have students moving into our upper grades.

Improving ELA Outcomes for English Learners

In addition to the challenges arising from expansion, our school is working hard to improve ELA outcomes for English Learners (ELs). As shown in the table below, the percentage of our ELs meeting or exceeding CAASPP standards in ELA has declined, even though our EL students continue to outperform their peers across LAUSD by a wide margin:

Table 1o: Percentage of ELs Meeting or Exceeding CAASPP Standards in ELA

	2015-16	2016-17	2017-18	2018-19
LAUSD EL Students	3%	4%	4%	--
KIPP Comienza EL Students	72%	39%	29%	17%
KIPP Comienza RFEP Students	98%	92%	82%	84%

Despite recent dips in the percentage of EL students meeting or exceeding CAASPP ELA standards, Comienza has a steady track record of success in reclassifying ELs. Table 1p below plots our school’s progress in reclassification, as compared to LAUSD writ large. Over our charter term, we have cut our schoolwide EL population from 55% to 27%, all while exceeding LAUSD’s reclassification rates year after year. And, as shown above in Table 1o, once ELs are reclassified as fluent English proficient (or “RFEP”), more than 80% of them have gone on to meet or exceed ELA standards in every year of our charter term.

Table 1p: EL Reclassification Rates

	KIPP Comienza		LAUSD	
	% of EL Students	% Reclassified	% of EL Students	% Reclassified
2015-16	55%	25%	26%	12%
2016-17	42%	24%	25%	17%
2017-18	33%	25%	23%	20%
2018-19	27%	26%	20%	23%

While we are proud of our high reclassification rates and our RFEP students’ success, our ELs’ CAASPP performance in ELA has pushed us to take a closer look at the data to identify the root cause. Our analysis shows that our school’s expansion has been a key contributor. Table 1q below helps demonstrate our conclusion:

Table 1q: Number of ELs Enrolled at KIPP Comienza by Grade Level

Grade level	2015-16	2016-17	2017-18	2018-19*
Third	63	37	34	45
Fourth	25	28	21	22
Fifth	--	21	19	19
Sixth	--	--	17	15
Seventh	--	--	--	13

* Reflecting year-to-date data

As discussed above, we started seeing EL performance in ELA decline in 2016-17, the same year we began serving fifth graders. That year marked our first foray into serving ELs beyond fourth grade. This turning point matters because we have found that EL students who fall short of reclassifying by fifth or sixth grade tend to be our highest-need students. Thus, it is unsurprising that our school’s overall EL performance in ELA declined as we expanded to serving fifth through seventh graders.

In light of this challenge, our school-site leadership and KIPP SoCal Public Schools are working together to continue reclassifying students early and supporting students who have become long-term ELs (“LTELs”). Here are the steps we have taken so far:

- **Appointing EL Coordinators** - We have appointed a dean and teacher to serve as EL Coordinators at lower school and upper school, respectively. They are our leads in overseeing Home Language Surveys (HLS), EL assessments, progress monitoring, English Learner Advisory Committee (ELAC), and advocacy. Working alongside our registrar, they have the responsibility of interpreting the HLS whenever a student enrolls at our school without a previous language designation in CALPADS. From there, they lead the way in administering students' initial ELPAC, providing ELPAC results to parents within 30 days of enrollment, and classifying students as IFEP or EL. Once classified, EL students receive integrated support in the classroom, where teachers emphasize ELD standards in small group instruction. All the while, our coordinators monitor EL students' progress toward reclassification by analyzing MAP assessments, ELA grades, and summative ELPAC results. They track each student's progress and goals in a school-level reclassification tracker, with the aim of reclassifying each student as soon as possible. Their data analysis is then shared with teachers and school leadership for the purposes of accountability and informing instruction. On top of all these efforts, they advocate for our EL students by sharing information and resources with families and making sure that no student loses RFEP eligibility due to lack of monitoring.
- **Implementing New ELD Curriculum** - To support our students on their path to reclassification, we have rolled out new ELD curriculum aligned to the California English Language Development Standards called Launch to Literacy (Kindergarten through second grade) and Link to Literacy (third through fifth grade) by DataWorks. Launch to Literacy and Link to Literacy are designed to help teachers differentiate instruction. Launch to Literacy teaches EL students to read using the foundational components of literacy: phonemic awareness, phonics, spelling, vocabulary, comprehension, writing, and language. The curriculum is divided into three levels, A-C, to allow for targeted placement and differentiated support depending on a student's unique level of proficiency. Meanwhile, in the Link to Literacy curriculum, EL students read to learn, focusing on building vocabulary, reading comprehension, and language skills to boost their ability to keep up with grade-level English content. This curriculum is also divided into three levels, D-F. The DataWorks curriculum utilizes an Explicit Direct Instruction (EDI) design and covers all four domains of the EL Standards: listening, speaking, reading and writing.
- **Supports for EL Coordinators** - Our EL Coordinator's efforts are bolstered by regional supports from KIPP SoCal Public Schools. Every EL Coordinator participates in five professional development sessions over the course of the year. During these sessions, EL coordinators receive training on ELAC compliance, determine goals, set assessment calendars, conduct data dives, and identify students for the final RFEP push before the next norm day. In addition to professional development, our school leadership, EL Coordinator, teachers, and staff have access to KIPP SoCal's centralized data systems, KASTLE and Illuminate, which provide real-time data on students' progress through EL reclassification.
- **Hiring a Regional EL Interventionist** - KIPP SoCal has also hired regional English Language Development Teacher who is assigned to work with LTEL students. Our regional EL

Interventionist collects data during each session in order to monitor progress and target instruction based on students’ needs.

- ***Supports from School Managers*** - KIPP SoCal provides KIPP Comienza with two school managers, one for lower school (TK through fourth grade) and one for upper school (fifth through seventh grade). As discussed above, our school managers visit KIPP Comienza at least once a week for on the ground coaching and observations. In addition to supports provided by school managers, KIPP Comienza’s leadership benefits from professional development and coaching from outside KIPP SoCal.

Improving ELA Outcomes for SpEd Students

Over the course of our charter term, KIPP Comienza has also been working diligently to improve CAASPP ELA outcomes for SpEd students. We’re proud to report that we have begun redirecting SpEd achievement upward.

As a baseline, it is worth mentioning that our SpEd students have historically outperformed LAUSD’s SpEd students in ELA, despite our school seeing some declines over the charter term. Table 1r demonstrates this point:

Table 1r: Percentage of SpEd Students Meeting or Exceeding Standards on CAASPP ELA Exam

	2015-16	2016-17	2017-18	2018-19
KIPP Comienza SpEd Students	41%	25%	20%	26%
LAUSD SpEd Students	8%	8%	10%	--
Difference	33%	17%	10%	--

While it’s true that our school’s percentage of SpEd students meeting or exceeding ELA standards has declined over time, it’s also true that our school’s SpEd students have repeatedly outperformed SpEd students across LAUSD. In 2015-16, the percentage of KIPP Comienza SpEd students meeting or exceeding ELA standards was five times greater than the percentage of LAUSD SpEd students reaching that mark. The following year, the percentage of KIPP Comienza SpEd students meeting or exceeding ELA standards was three times greater than the percentage of LAUSD SpEd students reaching that mark. And, in 2017-18, the percentage of our SpEd students meeting or exceeding ELA standards was double that of LAUSD.

Nevertheless, we have remained cognizant of our SpEd students dips in ELA achievement overtime. In response to this challenge, KIPP Comienza and KIPP SoCal took the following steps:

- Monitoring SpEd students’ progress during grade-level data meetings and leadership team data meetings and creating plans for re-teach and review that target their needs
- Ensuring that our SpEd lead sits in on leadership team data meetings and grade-level data meetings when possible to provide strategies and ideas for how to support our students with disabilities
- School Leaders doing walkthroughs with a focus on how we are supporting students with disabilities in the classroom and during RSP services
- Including a Special Education PD at the beginning of the year for teachers led by the SpEd lead
- School Leaders meeting with SpEd lead on a weekly basis to review student performance and classroom observation trends to address lesson planning and execution needs for students with IEPs

After taking these steps, we saw the percentage of SpEd students meeting or exceeding CAASP’s ELA standards jump to 26%, an improvement of six percentage points over the previous year (see Table 1r above). That figure is more than double the percentage of LAUSD SpEd students meeting or exceeding ELA standards in any year since 2015-16. Moving into the next charter term, we plan to remain vigilant of our SpEd students’ progress on the CAASPP ELA assessments, with the aim of pushing their academic achievement further upward.

Student Population To Be Served

KIPP Comienza Community Prep seeks to serve up to 1062 students in Kindergarten (including Transitional Kindergarten) through eighth grade. Sample projected student enrollment is shown in Table 1s below:

Table 1s: Enrollment Roll-Out Plan

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	110	110	110	110	110
First Grade	110	110	110	110	110
Second Grade	110	110	110	110	110
Third Grade	110	110	110	110	110
Fourth Grade	110	110	110	110	110
Fifth Grade	115	115	115	115	115
Sixth Grade	115	115	115	115	115
Seventh Grade	110	110	110	110	110

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
Eighth Grade	105	105	105	105	105
Total Enrollment	995	995	995	995	995

As a public school, KIPP Comienza Community Prep is tuition-free and admits any elementary-school-age and middle-school-age student, regardless of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristics of any protected class. KIPP Comienza works in tandem with parents, community members, and the Los Angeles Unified School District to realize our mission. Although the school is open to any and all of the aforementioned students, we target academically underserved students within the Los Angeles Unified School District. To that end, we do not wait for motivated elementary-school-age and middle-school-age students and families to come to the school; rather, the staff participates 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.

Equity, Trauma Informed Schools & Calm Classroom

The impact of traumatic events on a child's ability to learn and develop is a common challenge and impediment to accessing opportunity for students throughout Los Angeles. At KIPP SoCal and KIPP Comienza, we believe in providing both a rigorous education and social-emotional supports to empower our students to thrive in school, college, and the competitive world beyond.

National data indicates that one in four children experience a traumatic event in their lifetime that can affect learning and development;⁴ in a 2013-2014 screening of 572 Los Angeles students, 88% reported experiencing three or more traumatic events.⁵ The Los Angeles County Department of Public Health’s 2018 City and Community Health Profile reports a rate of 778 serious crimes per 100,000 population in Huntington Park. This rate is well above the average for Los Angeles County of 551. Huntington Park also has a slightly higher percentage of uninsured children than LA County at large (8% compared to 7%, respectively).⁶ Given these and other community factors, including the rate of childhood poverty, we anticipate that a number of our students would benefit from an educational model that includes social-emotional support. Research supports that even *one* traumatic event influences the brain enough to alter development, such as increasing symptoms of depression, irritability, aggressive behaviors, and

⁴ The National Child Traumatic Stress Network, “Facts & Figures,” retrieved from <http://www.nctsn.org/resources/topics/facts-and-figures> on 6/26/17.

⁵ “An Integral Part of The Education Team,” retrieved from <https://achieve.lausd.net> on 4/4/19.

⁶ “City and Community Health Profiles: Huntington Park,” retrieved from <http://publichealth.lacounty.gov/ohae/docs/cchp/PDF/2018/HuntingtonPark.pdf> on 8/13/19.

anxiety while decreasing attention/focus, short- and long-term memory, communication and language skills.⁷

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

Calm Classroom is a mindfulness-based school-wide social and emotional learning program which is composed of three-minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students by the entire school staff throughout the school day. Calm Classrooms is a sustainable program based on: simplicity of implementation, quality training, long-term support, and ongoing evidence of positive outcomes. Calm Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. Providing the support and resources necessary to establish trauma-informed schools is a priority for KIPP SoCal and KIPP Comienza, as we believe this will have a positive impact on our students.

Goals and Philosophy

Charter School Mission and Vision

KIPP Comienza Community Prep'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. Through the success of our students, KIPP Comienza serves as a model of excellence and collaborate with others to raise the quality of education in Huntington Park and the greater Los Angeles area. We believe an excellent college-preparatory education sets students up for success in whatever life path they choose and that all students can be successful when provided with high expectations, a disciplined commitment to the intentional design and execution of literacy-rich learning experiences, 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 our school, from the educational program to the allocation of resources and daily scheduling.

By utilizing the rigorous grade level expectations articulated in California's Content and Common Core State Standards ("CCSS"), as well as the Next Generation Science Standards ("NGSS"), academic learning at KIPP Comienza is driven by the teachers' design, modification, and implementation of year-long

⁷ "How Does Trauma Affect Children?" retrieved from <http://traumaawareschools.org/impact> on 4/4/19.

pacing guides and adopted curriculum 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. KIPP Comienza cultivates character strategically throughout the school year, focusing on the traits of courage, *ganas*, honor, and reflection, which are closely correlated to the research of Martin Seligman and Chris Peterson. These character traits are discussed more in depth in the “Character Strengths and Values” section below. Teachers incorporate the character traits in their lesson plans across content areas, intentionally selecting texts and designing 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 KIPP Comienza includes 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 learn a base of fundamental knowledge and skills that allows for more sophisticated high-level thinking in the upper grades. 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 prepare them for the next grade level (our retention and acceleration policy is outlined further in our family handbook). Our school’s rigorous, accelerated academic curriculum and intense focus on character development ensures 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.

Character Strengths and Values

In order for the students to realize our school’s mission, character building is integrated seamlessly into the curriculum. Character building is built around four character strengths that trace to the character strengths identified by Seligman & Peterson in their research (see Table 1t below). These four character traits are: courage, *ganas*, honor, and reflection. According to the work conducted by Dr. Angela Duckworth, these character strengths are directly correlated to and highly predictive of individuals who are “leading engaged, happy, and successful lives.” The goal is for each child to clearly articulate strengths and areas of growth within their own character using the four character traits as key vocabulary. These reflective and honest conversations between members of our school community lead to students matriculating from our school 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 KIPP Comienza, character instruction permeates every subject and part of the daily schedule, and teachers weave the character traits into their direct instruction in every lesson.

Table 1t: KIPP Comienza Community Prep’s Character Strengths and Values

Character Trait	Definition
Courage	Courage is the ability and strength to name and overcome fears and challenges. Our students set ambitious goals, take risks, and try even when they’re nervous and ask for help when they need it. The mountain to college is tall; but our students will have the courage to climb it.
Ganas	Ganas is the desire to approach situations and challenges with grit and zest. Our students try their best to reach goals, and work hard every day. The path to college is a long one; and it’s not easy. Our students will meet challenges head-on, never give up and say, “I can.”
Honor	Honor is the dedication to respect and love our community and each other. Our students will learn to respect themselves, be good teammates, and feel a deep connection to their community. Along the path, our students will lift others up as they climb the mountain to college and remember “I am, because we are.”
Reflection	Reflection is the examination of our self, our community and our world. Our students think about their choices, work to make good decisions and understand what they need to be successful. On the path to and through college our students may make a wrong turn; that’s okay. Our students will learn from their mistakes and find ways to consistently improve.

Instructional Vision

At KIPP Comienza, our instructional vision is focused on preparing our students to graduate from college and maintain strong ties to their community. Our school combines the pursuit of excellence and the pursuit of equity that ultimately leads 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 KIPP Comienza is guided by the Common Core State Standards, NGSS, and other applicable state content standards and implemented through engaging small group instruction. In lower grade levels, students learn a base of fundamental knowledge and skills to allow for more sophisticated high-level critical thinking in upper grade levels. Teachers design year-long pacing guides focused on

teaching grade-level power standards to mastery and internalization. Data drives instruction at every step. Intervention and accelerated groups are used to ensure all students are challenged and supported in individual learning levels.

At the same time, our vision supports the notion that schooling should develop the character and self-identity of students. Our curriculum cultivates character traits and teach our values strategically along a K–8 developmental curriculum. Activities and experiences are planned to systematically teach our values. 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 our school meets or surpasses our goals for the California Assessment of Student Performance and Progress ("CAASPP") and Northwest Evaluation Association's 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 SoCal's Five Pillars

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

1. **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.
2. **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.
3. **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.
4. **Safe & Structured Environments:** Physical and emotional safety is needed for students to take risks and learn from their successes and their mistakes. Our charter schools provide a safe, structured, and nurturing environment with minimal distractions, so our students love school and maximize their learning.
5. **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 SoCal alumni (defined as any student that graduated eighth grade from a KIPP SoCal upper school) navigate the social, academic, and financial challenges they might encounter while in college. KIPP Through College team members work at the School Success Team regional office and are employed by KIPP SoCal Public Schools.

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

KIPP Comienza Community Prep’s goal is to ensure that its students are on the path to and through college. By focusing on college starting in kindergarten and preparing our students to be successful in upper school, high school, college, and beyond, we will achieve our goal. To be college ready, our students must be able to:

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

Implementing the highest-quality instructional program is paramount to KIPP SoCal’s track record of success. Our school’s high-quality instruction will be standards-based, with an emphasis on character and academic skills, and is explicitly tied to our mission of preparing students in Huntington Park and the greater Los Angeles area for success in college and in life.

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement. While the quality of instruction cannot be emphasized enough, it is also important that schools focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them. Tony Wagner, a researcher from Harvard University created an evidence-based approach. Through interviews with senior executives and college admissions counselors, he determined what the seven survival skills are for workforce readiness. Therefore, to truly prepare our students to become 21st century educated persons, we must focus on these seven skills. They are:

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

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 had the dual purpose of cultivating both sets of skills. In the words of David Levin, co-founder of KIPP, reflecting on the first two KIPP schools: “The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that *academics* without *character* are useless; students will have the skills but lack the motivation to use them. *Character* without *academics* is hollow; students will have the motivation but not the ability to

use it. Together, they have the power to transform lives.” By teaching academic and character skills in tandem, KIPP Comienza will develop self-motivated, competent, lifelong 21st century educated persons.

KIPP Through College

At KIPP SoCal and KIPP Comienza Community Prep, our mission is to ensure student success through college graduation to achieve a choice-filled life. While our Charter School serves only the elementary and middle school grades, KIPP Through College (“KTC”) will continue to support our students who complete the eighth grade at our Charter School as they continue on their path to college graduation. KTC accomplishes its goal by establishing and maintaining strong relationships with our scholars, their families, and high school, college and external partners. Our inclusive approach and strong relationships facilitate our ability to provide access, resources and empowerment to our scholars throughout their educational journey to be self-advocates and leaders in their communities. All KIPP SoCal alumni are part of the KTC program; there are no entrance requirements or fees for enrollment in the program except for KIPP SoCal alumni status – defined as students who complete eighth grade at a KIPP SoCal upper school. Our KIPP Through College program offers a range of services to KIPP SoCal’s alumni. Our services are provided in three major areas:

- **High School Placement:** The KIPP Through College program begins by assisting KIPP SoCal students and their families with the high school placement process. Beginning in fifth grade, KIPP SoCal 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 lower (TK through fourth grade) school, they are introduced to KTC during the Parent Academy in the summer before fifth grade. A KTC High School Placement counselor is assigned to each KIPP SoCal upper school providing seventh and eighth grade students and their families with personalized assistance on high school selection and applications, financial aid and scholarships, and the high school transition process. KTC counselors concentrate on placing our students the highest-performing, college-preparatory public and private high schools, making recommendations to students and families about the right match for them using clearly defined criteria for KIPP SoCal-recommended high schools. In addition to personalized services, KTC hosts an annual high school fair gathering representatives from over 50 of Los Angeles’ highest performing high schools to answer enrollment questions for our upper schoolers.
- **College Access:** In high school, each student is assigned a KTC College Access counselor who stays with our alumni throughout high school, providing help with academic advising and coursework selection, standardized testing preparation, college application assistance, scholarship support, financial literacy, college planning services, and individual and family counseling. In addition to individual counseling, the KTC college access team offers important supplemental opportunities such as college tours to expose students to institutions and life outside of Los Angeles and applications to summer programs offered through KIPP college partners. Further, the KTC team leads a twelfth grade application workshop that provides intensive support with college applications.

- **College Success:** Once our alumni are in college, KTC College Success counselors provide extensive support to ensure our alumni persist on the path to college graduation, internships, and career. KTC College Success counselors 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 SoCal hosts events for students while they are back in their hometowns. As part of our career-readiness efforts, KIPP SoCal has formalized the KIPP SoCal Summer Internship Program. This program connects college-aged alumni with paid work opportunities at KIPP SoCal’s School Success Team office. Alumni in the program undergo a thorough preparation and selection process, that begins with skill-building workshops and culminates in an application and interview process. Our KTC College Success team worked with our Talent Acquisition team to ensure the intern interview process paralleled the hiring process of a KIPP SoCal employee. Alumni who are hired as summer interns are provided meaningful work and a summer project meant to grow their professional skills and experience.

Thanks in large part to the efforts of KTC, more and more KIPP SoCal’s alumni are matriculating into college and graduating. By our latest count, 81% of KIPP SoCal alumni have gone on to matriculate into two- or four-year colleges. 53% of KIPP SoCal alumni are currently persisting in or have graduated college. And 21% of KIPP SoCal alumni have graduated from college within six years of enrollment. These figures are remarkable in light of the fact that only 6% of the residents in KIPP Comienza’s community have earned a bachelor’s or graduate degree. That is why we are excited that KTC will continue serving our upper-school families in the coming years.

Use of Technology

KIPP Comienza will infuse technology into the curriculum, allowing teachers to deliver more individualized content and feedback to each student, while also equipping students with the technological skills necessary in the 21st century academic world and workforce. Adaptive educational software will enable students to learn at their own pace, helping them get further, faster. At KIPP Comienza, we will have a one-to-one ratio of Chromebook computers ensuring that all students have access to individualized learning software and building their technology literacy. See the Innovation and Technology section below for more information about how technology will be incorporated into KIPP Comienza’s instructional design.

How Learning Best Occurs

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

1. Quality Instruction is Standards-Based. KIPP Comienza will correlate its curriculum objectives to the CCSS, Next Generation Science Standards (“NGSS”), and remaining applicable content standards adopted by the California State Board of Education. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. KIPP Comienza’s expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they will encounter in upper school and high school honors and advanced placement programs.

2. Quality Instruction is Data-Driven. All instructional decisions at KIPP Comienza will be anchored in student data. Teachers will begin by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers will identify and internalize formal and informal ways to collect data about student understanding; teachers will use this data to adjust scaffolds, pacing and student grouping. Teachers will analyze student data during grade-level meetings and professional development to inform practice. The School Leader will use student data to drive observations, feedback, and teacher development.

3. Quality Instruction is Differentiated. Students process material in a variety of ways. Thus, teachers will continuously work together to enhance student learning by sharing, developing, and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students whose needs have not been met through traditional teaching methods will benefit from supplemental, direct instruction, small group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques.

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

In addition to providing high-quality academic instruction to our students, KIPP SoCal recognizes the importance of providing the social-emotional support necessary to ensure a safe and nurturing learning environment where students can thrive. A LAUSD study on the mental health of its students revealed that 98% of students reported experiencing at least one traumatic event over the past 12 months and around 50% suffered moderate-to-severe PTSD from family and neighborhood traumas like the death of

a loved one, poverty, a parent suffering addiction or incarceration, or gang violence.⁸ While we cannot take away students' experiences, we will ensure our educators teach with heart and our students build resilience through the creation of trauma-informed schools with strong social-emotional learning ("SEL"). Research has repeatedly shown that the effects of trauma can make learning difficult. Thus, to fulfill our promise of preparing our KIPPsters academically for college, KIPP SoCal had to invest in a proactive approach to educating the whole child. We aim to "heal the heart, so the brain can learn." Based on our research and experience piloting interventions, we have identified six components that make a KIPP SoCal school trauma-informed: (1) school-wide awareness of trauma and resilience; (2) establish safety; (3) build positive adult relationships; (4) support and invest in staff; (5) collaborate with families and community, and (6) prioritize social-emotional learning. School is the place children spend most of their waking hours, and as the one safe space for many, we believe there is no better place to support the social-emotional wellness of children. Thus, being a trauma-informed school will be central to KIPP Comienza's teaching philosophy.

Creating Self-Motivated, Competent, and Lifelong Learners

Our 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 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, and finally to fourteen-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. KIPP Comienza's students will be strong, inquisitive readers and leaders, who research topics of interest to them and then share their findings with others. For example, they may be found researching different recycling programs, designing a program for KIPP Comienza and then spearheading the initiative at school. Teachers and parents will describe them as dedicated and caring students, who do what is right even when nobody is looking. KIPP Comienza Community Prep students will also be scientists and mathematicians. They will be curious and ask questions such as, "What might happen if we tried _____?" and "How do you think we could tackle this challenge?" They will use their scientific and mathematical knowledge to code computers and problem solve from the viewpoint of engineers and scientists. They will be prepared with the thinking and social capital needed to excel in high school, college, and beyond.

When our students leave KIPP Comienza, they will be excited to make new friends and collaborate on projects wherever they go. Curiosity will drive them to delve deeply into new content and try new electives. When a class or project becomes difficult, they will have the *ganas* to see it through. They know that hard work will help them accomplish their goals. They will show love in all they do because they understand the importance of building relationships in order to create a strong, bonded community. Future teachers and professors will describe them as social innovators who lead with integrity and demonstrate excellence in thought and action. Their colleagues and friends will think of

⁸ "The Need for School Mental Health Services in LAUSD," retrieved from <http://achieve.lausd.net/Page/2170> on 6/26/17.

them as dependable and dedicated, as well as full of zest and strength. With a strong foundation in academics, as well as character, they will be leaders who are prepared to positively impact the world

For students to realize the mission of KIPP Comienza, we must focus on character building and values. KIPP Comienza's values is courage, *ganas*, honor, and reflection. Our goal is for all students to embody and demonstrate KIPP Comienza's 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 infuse and connect to daily. As a school, KIPP Comienza nurtures and aid in forming student self-concepts so students can develop a sense of personal responsibility and become advocates for themselves and their communities.

Now that KIPP Comienza serves TK/Kindergarten through eighth grade, our School Leaders have adjusted our school values to appropriately meet the ages of all students attending. The Leadership Team develops rubrics for the teachers to measure students' development and growth in each value in each grade-level.

Every Monday, KIPP Comienza comes together for 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.

Our values are highlighted in the following ways:

- Banners hung throughout KIPP Comienza 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
- 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, KIPP Comienza 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 are embedded in our culture by incorporating this terminology in our conversations with students, and in academic and social activities.

At KIPP Comienza, excellence and equity result 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 is promoted to the next grade level, our choices are made with courage through a mindset driven by *ganas*, our actions are honorable, and we 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 KIPP Comienza's values, our staff become role models for our students.

Mastering these values and character strengths is a lifelong undertaking and we are confident that the character education our students experience at KIPP Comienza lays a strong foundation for that work. Our classrooms constantly hold discussion about being responsible members of their communities, thoughtful contributors to society, and goal-oriented learners. Our students understand that going to college is not only an essential pathway to personal gain, but also a way to empower their community and benefit the greater Los Angeles area. This drive for excellence, 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 they need to do to get there, and eventually becomes rich discussions about their 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, KIPP Comienza jump-starts their motivation to learn and achieve. Ultimately, our students help to ignite the change in their communities. Through the strong identity they develop at KIPP Comienza, they drive their learning to and through college and beyond.

Outcomes and Assessments Aligned With State Priorities

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

Please note that the following student groups are not listed in the figure below as our research indicates KIPP Comienza will be unlikely to serve a numerically significant number of these students: American Indian/Alaska Native Students, Asian Students, Filipino Students, Native Hawaiian/Pacific Islander Students, Students of Two or More Races, and White Students. Should we enroll a numerically significant number of students in any of these student groups, the goals and expected annual measurable outcomes detailed below will apply to them, as well.

Figure 1a: LCAP Goals

LCFF STATE PRIORITIES						
GOAL #1						
All students will achieve.			Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6			
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Teachers will use data such as interim assessments to tailor and guide instruction Blended learning model ensures daily intervention and acceleration is available Professional development (“PD”) and on-going coaching for teachers using KIPP Framework for Excellent Teaching and CCSS training Tutoring after school during study hall English Language Proficiency Assessment for California (“ELPAC”) 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 Measurable Outcomes						
<p>Outcome #1: Increase the number of students who met or exceeded standards in English-language arts as defined by the state.</p> <p>Metric/Method for measuring: CAASPP score reports and/or additional reports produced by the California Department of Education.</p>						
Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	68%	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%
English Learners	17%	27%	37%	47%	57%	60%
Socioecon. Disadv./Low Income Students	*	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%

Foster Youth	**	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%
Students with Disabilities	26%	31%	36%	41%	46%	51%
African American Students	**	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%
Latino Students	69%	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%

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

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

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	66%	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%
English Learners	35%	38%	41%	44%	47%	50%
Socioecon. Disadv./Low Income Students	*	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%
Foster Youth	**	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%
Students with Disabilities	26%	31%	36%	41%	46%	51%
African American Students	**	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%
Latino Students	67%	Baseline +1%	Baseline +2%	Baseline +3%	Baseline +4%	Baseline +5%

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

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

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
English Learners	32%	25%	25%	25%	25%	25%

Outcome #4: The percentage of Kindergarten – second grade students who will meet or exceed their individualized Reading growth goals on the NWEA test will be 50%.

Metric/Method for Measuring: MAP score growth.

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
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All Students (Schoolwide)	74%	50% of students	50% of students	50% of students	50% of students	50% of students
English Learners	70%	50% of students	50% of students	50% of students	50% of students	50% of students
Socioecon. Disadv./Low Income Students	*	50% of students	50% of students	50% of students	50% of students	50% of students
Foster Youth	**	50% of students	50% of students	50% of students	50% of students	50% of students
Students with Disabilities	57%	50% of students	50% of students	50% of students	50% of students	50% of students
African American Students	**	50% of students	50% of students	50% of students	50% of students	50% of students
Latino Students	74%	50% of students	50% of students	50% of students	50% of students	50% of students

Outcome #5: The percentage of Kindergarten – second grade students who will meet or exceed their individualized math growth goals on the NWEA test will be 50%.

Metric/Method for Measuring: MAP score growth.

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	80%	50% of students	50% of students	50% of students	50% of students	50% of students
English Learners	82%	50% of students	50% of students	50% of students	50% of students	50% of students
Socioecon. Disadv./Low Income Students	*	50% of students	50% of students	50% of students	50% of students	50% of students
Foster Youth	**	50% of students	50% of students	50% of students	50% of students	50% of students
Students with Disabilities	70%	50% of students	50% of students	50% of students	50% of students	50% of students
African American Students	**	50% of students	50% of students	50% of students	50% of students	50% of students
Latino Students	79%	50% of students	50% of students	50% of students	50% of students	50% of students

GOAL #2

Support student and parent engagement.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #6: KIPP Comienza will provide one back to school night, two week-long parent-teacher conference opportunities, at least three family engagement meetings, and parent leadership opportunities.

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

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities
English Learners	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities
Socioecon. Disadv./Low Income Students	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities
Foster Youth	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities
Students with Disabilities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities
African American Students	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities	8 oppor-tunities

Latino Students	8 oppor- tunities	8 oppor- tunities	8 oppor- tunities	8 oppor- tunities	8 oppor- tunities	8 oppor- tunities
Outcome #7: Suspension rate will not exceed 2%.						
Metric/Method for Measuring: Suspension rate.						
Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	0.4%	<2%	<2%	<2%	<2%	<2%
English Learners	0.4%	<2%	<2%	<2%	<2%	<2%
Socioecon. Disadv./Low Income Students	0.5%	<2%	<2%	<2%	<2%	<2%
Foster Youth	**	<2%	<2%	<2%	<2%	<2%
Students with Disabilities	1.1%	<2%	<2%	<2%	<2%	<2%
African American Students	**	<2%	<2%	<2%	<2%	<2%
Latino Students	0.3%	<2%	<2%	<2%	<2%	<2%
Outcome #8: Expulsion rate will not exceed 1%.						
Metric/Method for Measuring: Expulsion rate.						
Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	**	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	**	<1%	<1%	<1%	<1%	<1%
Latino Students	0%	<1%	<1%	<1%	<1%	<1%
Outcome #9: Greater than 75% of students will feel safe at school.						
Metric/Method for Measuring: "I feel safe at school" as a 3 or better as measured by a Region wide survey.						
Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	83%	>75%	>75%	>75%	>75%	>75%
English Learners	*	>75%	>75%	>75%	>75%	>75%
Socioecon. Disadv./Low Income Students	*	>75%	>75%	>75%	>75%	>75%

Foster Youth	**	>75%	>75%	>75%	>75%	>75%
Students with Disabilities	*	>75%	>75%	>75%	>75%	>75%
African American Students	**	>75%	>75%	>75%	>75%	>75%
Latino Students	88%	>75%	>75%	>75%	>75%	>75%

Outcome #10: Sustain an Average Daily Attendance (“ADA”) rate of 95% ADA.

Metric/Method for Measuring: Average Daily Attendance Rate

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	96%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
English Learners	96%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Socioecon. Disadv./Low Income Students	96%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Foster Youth	**	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Students with Disabilities	95%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
African American Students	**	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Latino Students	96%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA

Outcome #11: Sustain a 10% or less chronically absentee rate.

Metric/Method for Measuring: Chronic Absenteeism Rate

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	8%	<10%	<10%	<10%	<10%	<10%
English Learners	6%	<10%	<10%	<10%	<10%	<10%
Socioecon. Disadv./Low Income Students	8%	<10%	<10%	<10%	<10%	<10%
Foster Youth	**	<10%	<10%	<10%	<10%	<10%
Students with Disabilities	8%	<10%	<10%	<10%	<10%	<10%
African American Students	**	<10%	<10%	<10%	<10%	<10%
Latino Students	7%	<10%	<10%	<10%	<10%	<10%

Outcome #12: Sustain a drop-out rate of 2% or less.

Metric/Method for Measuring: Drop-out Rate

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	*	<2%	<2%	<2%	<2%	<2%
English Learners	*	<2%	<2%	<2%	<2%	<2%

Socioecon. Disadv./Low Income Students	*	<2%	<2%	<2%	<2%	<2%
Foster Youth	**	<2%	<2%	<2%	<2%	<2%
Students with Disabilities	*	<2%	<2%	<2%	<2%	<2%
African American Students	**	<2%	<2%	<2%	<2%	<2%
Latino Students	*	<2%	<2%	<2%	<2%	<2%

GOAL #3

<p>Create spaces and opportunities for student achievement.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
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Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #13: Maintaining or increasing the rate of teachers who are compliantly credentialed.

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

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
English Learners	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Socioecon. Disadv./Low Income Students	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Foster Youth	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Students with Disabilities	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
African American Students	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Latino Students	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant

Outcome #14: 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 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

Outcome #15: All teachers will attend training on CCSS and ELD strategies to support EL students.

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

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	100%	100%	100%	100%	100%

English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

Outcome #16: All students will have access to electives such as Art, Engineering and Coding, Science, and PE in addition to ELA and math during a school year.

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

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

Outcome #17: Ensure that our facility is in “good repair” or better as measured by SARC.

Metric/Method for measuring: SARC results

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	Good repair	Good repair	Good repair	Good repair	Good repair	Good repair
English Learners	Good repair	Good repair	Good repair	Good repair	Good repair	Good repair
Socioecon. Disadv./Low Income Students	Good repair	Good repair	Good repair	Good repair	Good repair	Good repair
Foster Youth	Good repair	Good repair	Good repair	Good repair	Good repair	Good repair
Students with Disabilities	Good repair	Good repair	Good repair	Good repair	Good repair	Good repair
African American Students	Good repair	Good repair	Good repair	Good repair	Good repair	Good repair
Latino Students	Good repair	Good repair	Good repair	Good repair	Good repair	Good repair

* = Data not available at this time

** = Not numerically sufficient at this time

KIPP SoCal'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:

- Are we serving the children who need us?
- Are our students staying with us?
- Are our students progressing and achieving academically?
- Are our alumni climbing the mountain to and through college?
- Are we building a sustainable people model?
- Are we building a sustainable financial model?

KIPP Comienza, like all KIPP SoCal schools, sets specific and measurable goals aligned to each of our six essential questions. These goals align with our goals in the state priorities described above.

Instructional Design

KIPP Comienza offers a rigorous standards-based instructional program that creates a strong academic foundation on which all students can build to be successful in the future. Our teachers create and implement a wide variety of curricular resources to ensure that our students have access to the most rigorous content available. KIPP Comienza'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, KIPP Comienza students prepare to be artists, scientists, authors, athletes, and agents of change who develop projects that will impact the local and global community.

KIPP Comienza's curriculum is designed specifically to meet the needs of our students, ensure that they are at or above grade level in all core subject areas and help them ultimately reach the goal of college graduation. To do so, our team researches the best curricular programs we can find and picks and chooses the best aspects of those programs to infuse into our academic program. We focus extensively on integrating our blended learning model into our ELA and math instruction time, which greatly enhances our ability to reach all learners in small and large group settings.

Our teachers engage in a long-term planning process starting in the May prior to each school year. They 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 study

a pacing guide built on the mastery of state content standards in our curriculum, Next Generation Science Standards, and Common Core State Standards. After teachers and the leadership team study this scope and sequence, we study assessments, outline daily objectives, and start lesson internalization. All teachers are expected to use the selected curriculum as a foundation for instruction and use engaging pedagogical techniques to lift the material off of the page and into standards-based lesson plans.

When planning, teachers first consider how their instruction meets the individual needs of all students. Their lesson plans, primarily the modeling, guided practice and independent practice components incorporates the different learning modalities and multiple intelligences informed by the work of Howard Gardner, a 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 use a mixture of groupings during their instruction including whole-class instruction and collaborative learning groups. Teachers are 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 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. KIPP Comienza uses 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 is 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 address the varied needs of students and targeted student population to ensure that they meet and exceed both our internal and state-specified goals.

Curriculum and Instruction

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

By shifting from creation to internalization, teachers are able to focus on making thoughtful, intentional adjustments to the curricular plans in order to better meet the needs of their individual students while still implementing the curriculum with overall fidelity. The result of this is more student-centered, engaging lessons and the ability to ensure consistent rigor across classrooms and across the region.

KIPP Comienza considers grades TK/Kindergarten through fourth grade to be lower school, and fifth through eighth grade to be upper school. One co-school leader leads the lower school and the upper school is led by another co-school leader.

Table 1u: Lower-School Instructional Programs

English Language Arts	Core Knowledge Word Wise Vocabulary Program KIPP Wheatley Portfolio Scholastic Guided Reading Lucy Calkins’ Units of Study for Reading and for Writing Achieve3000 Accelerated Reader Fundamentals Guided reading toolkits (KIPP SoCal)
English Language Development	DataWorks Launch to Literacy
Math	enVisionMath® California 2008 Investigations TERC® 2006 Bridges Math Illustrative Mathematics (open up) ST Math
Science	Full Option Science System (“FOSS”) Science and Technology for Children® (“STC”) Houghton Mifflin Science Amplify
Social Studies	Taught through Read Alouds and teacher-created units Document Based Questions

Table 1v: Upper-School Instructional Programs

<p>English Language Arts</p>	<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) KIPP Wheatley Fundamentals</p>
<p>English Language Development</p>	<p>DataWorks Launch to Literacy Accelerated Reader</p>
<p>Math</p>	<p>Cognitively, Bridges Math Illustrative Mathematics (open up) Guided Instruction (partnership with UCLA) Dreambox ST Math Compass Learning, Springboard (College Board)</p>
<p>Science</p>	<p>Delta Full Option Science System Houghton Mifflin California Science Macmillan/McGraw-Hill California Science Scott Foresman California Science Model Inquiry (partnership with UCLA) Amplify</p>
<p>Social Studies</p>	<p>Taught through Read Alouds and teacher-created units Document Based Questions</p>

KIPP Comienza has selected each of these instructional programs due to its comprehensive nature and correlation to the California Common Core Standards for ELA and math, the Next Generation Science

Standards, California Preschool Learning Foundations and California content standards for social studies and all other applicable subjects. Each program includes teaching approaches to differentiate instruction to meet the needs of English Learners and to challenge identified Gifted and Talented and higher-achieving students. Each program has been created by reputable publishers with a record of successful implementation with the student population KIPP Comienza will serve.

In addition to the materials listed above, KIPP Comienza incorporates 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 are 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 considers academic rigor, student engagement, and program alignment to the Common Core State Standards. KIPP Comienza further enhances these programs by aligning and supplementing activities based on assessment data and innovative strategies, such as an accelerated curriculum at the kindergarten level.

Teachers utilize supplemental resources that may include those listed in Table 1w below. To be clear, TK uses the same supplemental resources as Kindergarten.

Table 1w: Supplemental Instructional Resources

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

Program/Supplemental Resource	Related Standard
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

Program/Supplemental Resource	Related Standard
<p>Lucy Calkins Units of Study For Writing</p> <p>Lucy Calkins Reader’s Workshop Model/Units of Study for Reading</p>	<ul style="list-style-type: none"> ● K – 8 English Language Arts: Writing Strategies ● K – 8 English Language Arts: Writing Applications ● K – 8 English Language Arts: Written Conventions ● English Language Development: Writing Strategies ● English Language Development: English-Language Conventions ● 5-8 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development ● 5-8 English Language Arts: Reading Comprehension ● 5-8 English Language Arts: Literary Response and Analysis ● English Language Development: Word Analysis ● English Language Development: Fluency and Systematic Vocabulary Development ● English Language Development: Reading Comprehension ● English Language Development: Literary Response and Analysis
<p>Sharon Taberski’s Reader’s Workshop Model</p>	<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
<p><i>¡Viva el español!</i></p> <p>(for stages 1 – 2 of the California Language Learning Curriculum)</p>	<ul style="list-style-type: none"> ● All Foreign Language framework strands

Program/Supplemental Resource	Related Standard
Engineering is Elementary	<ul style="list-style-type: none"> All K – 8 Technology content standards
English-Language Arts Schools Framework	<ul style="list-style-type: none"> All K – 8 English Language Arts standards strands
English Language Development Framework	<ul style="list-style-type: none"> All K – 8 English Language Development standards strands
Mathematics Content Standards Framework	<ul style="list-style-type: none"> All K – 8 Mathematics standards strands
Physical Education Framework	<ul style="list-style-type: none"> All K – 8 Physical Education content standards strands
Visual and Performing Arts Framework	<ul style="list-style-type: none"> All K – 8 Music and Visual Arts content standards strands
Science Framework	<ul style="list-style-type: none"> All K – 8 Science content standards strands
History-Social Science Framework	<ul style="list-style-type: none"> All K – 8 Social Studies content standards strands
SpringBoard (ELA and Math)	<ul style="list-style-type: none"> All 6-8 English Language Arts content standards strands All 6-8 Mathematics content standards strands

Furthermore, to better prepare our students with 21st century skills, an array of online programs have been selected to support instruction. Progress is monitored in alignment with KIPP SoCal and KIPP Comienza’s academic goals, through both data provided from the software and online assessments that are created both by the teacher as well as KIPP SoCal created common assessments. Progress is 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

KIPP Comienza implements an innovative instructional program by the principles associated with experiential education and cross-curricular learning. The purpose of these instructional approaches is to expand students' learning opportunities beyond the walls of the classroom in order to encourage critical thinking, inquiry-based learning and the development of contextual knowledge essential to making the necessary instructional connections between field and classroom as well as across the content areas. This approach to learning not only benefits all students academically but also socially as they acquire the social capital necessary to navigate through life, garnering the networking skills necessary to thrive in high school, college, and beyond. For example, if students are studying the Oregon Trail in their Nonfiction class in preparation to write a research paper, they might be reading *Mr. Mysterious and Company* by Sid Fleischman, be writing a fictional memoir from the perspective of a child traveling with their family on the frontier trails across the country towards California; during this unit, the students broaden their understanding of the concepts being taught in their classes by visiting the Gene Autry Museum, participating in the Adventures on the Oregon Trail! Tour where they participate in a simulation in which they learn about the hardships of the trail west, working in small groups to make tough decisions about survival as they encounter trials and triumphs on the trail.

Our holistic approach to learning allows students to analyze fiction to further support their research paper while allowing students to make deeper connections through hands-on interaction with the material. This experiential learning, that upper students at KIPP Comienza participate in, is heavily influenced by the work at highly selective high schools that have utilized experiential learning opportunities in order to advance students' achievement and socialization skills. The goal of the upper school experiential education component of KIPP Comienza's instructional program is to encourage the taking of risks and building connectedness with their instructors and peers, while developing problem-solving and critical thinking skills.

Technology

As our students move to higher grades, they work on developing web-based presentations, Google documents, typing, and other skills that complement core content instruction. To meet these learning goals, teachers develop technology lesson plans in accordance to the International Society for Technology Education standards for teachers and students. Technology lessons are embedded into the core subject curriculum. Technology are not a standalone time block in the daily schedule; instead,

teachers develop technology lessons following KIPP Comienza's instructional scope and sequence to support different subject areas.

By eighth grade, our students develop technological competency. Students show mastery by giving oral presentations, using Keynote or PowerPoint, about a topic they researched or a personal experience. In addition, students 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 address the skills students need to master in order to be successful on the California Assessment of Student Performance and Progress, KIPP Comienza also administers assessments online to prepare students for the technological skills they will need to navigate the features of the assessment. Online assessments allow teachers to easily access data on student performance and analyze whether their instructional techniques are working for all students.

Intervention

At KIPP Comienza 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 Response to Intervention (RTI) approach. Our intervention program, led by full-time teachers, targets core content, and utilizes technology and differentiation techniques. 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. 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 commit our time and resources to this structure, and we want to ensure that it is working for students who need the extra push during independent time. 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 then gain a deep understanding of individual student needs and create a roadmap to differentiate instruction.

As for math intervention, our goal is to support KIPP Comienza's overall math vision by providing high-quality instruction for students with the largest gaps in mathematical skills and understanding, all with the aim of ensuring students' long-term mathematical success. We accomplish this by properly identifying intervention students, their strengths, and their gaps by using high-quality assessments, then creating individualized goals for each student based on an intervention scope and sequence that prioritizes whole number operations and rational numbers (fractions and decimals). Intervention curriculum focuses on conceptual understanding through the use of concrete and pictorial representations and explicitly making connections to the procedural skills and applications. Students who are able to achieve mastery on these goals are reintroduced to their grade-level scope and sequence. Math intervention includes these major components:

- A number talk in every intervention class and 10 minutes on building fluent retrieval of basic arithmetic facts. The number talk should reinforce using models, finding patterns, and making connections.
- Rich tasks based on the intervention scope and sequence with scaffolds for accessibility for a variety of student needs (language-based, processing based, etc.) that use guided practice, corrective feedback and frequent spiraling.
- Modeling-based instruction and responses, with ample opportunities to work with visual representations of ideas (including the use of manipulatives).

If a student is not making the expected academic gains, an All Students Can Learn meeting is scheduled. The School Leader oversees this meeting, and multiple stakeholders (i.e., school leadership, teachers, and other school staff) come together to review concerns, strategies to implement, and brainstorm further interventions.

Elective Courses

KIPP Comienza offers a number of elective courses throughout the school day and year. Those courses, including art, foreign language, music, and values-lessons, are discussed in the non-core subject section below. Elective courses are available to all students.

Core Areas of Instruction

English-Language Arts and Writing

The English-Language Arts (ELA) program provides a challenging and rewarding curriculum that is literature based, culturally diverse, and intellectually stimulating. A significant emphasis is placed on developing reading and writing skills. Students work collaboratively to guide each other's understanding of texts, novels, media and other sources. Students leave KIPP Comienza with a mastery of the language arts skills that will be required of them in the highly selective high schools and colleges they later attend.

Although individual teachers define and hone each specific curriculum, the fundamental elements of reading comprehension, writing, listening, speaking, and presentation are covered in each ELA classroom. Students learn the fundamentals of grammar, the writing process, public speaking, note taking, and identifying social and cultural influences and differences in writing. Students then work together to revise, edit, and present papers and other presentations.

Literacy is the focal point of all instruction at KIPP Comienza, 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 drive literacy instruction and teachers use the Core Knowledge curriculum as an instructional resource. Moreover, all classrooms beginning in first grade run a Reader's Workshop model that consists of independent reading, reading

conferences, guided reading, and mini-lessons. We use Core Knowledge as a primary source for reading instruction and we enhance our literacy program with a variety of novels, children's books, and poetry. The majority of instruction is 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, KIPP Comienza uses 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 occurs 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 read from an individual selection of books at their independent reading level.
- **Close Reading:** Teachers and students 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 novel-based instruction in reading, students also engage in student-centric, adaptive online technology administered by a variety of software program providers. Students receive differentiated supplementary instruction in ELA matched to their learning needs and responsive to how they perform within the program. If students do well, the program speeds students through as fast as they can learn; if a student is struggling, the program cycles back to re-teach lessons and generates reports for teachers to use to provide further intervention. The incorporation of online learning into KIPP Comienza's instructional program ensures that students receive highly targeted instruction at their level and provides valuable data teachers can use to inform their instruction.

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

Literacy is a focus in all subjects. Through teacher collaboration, reading and writing strategies are reinforced across all disciplines. Reading skills are used in reading science textbooks and materials; in social studies textbooks, primary sources, and materials; and in math textbooks and word problems. Writing is 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

Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Comienza implements a comprehensive structured immersion program, in every mainstream classroom, for its English learners ("ELs"). It is the goal of KIPP Comienza that all of its students leave the school proficient in the English language and with pride for their home language.

Teachers at KIPP Comienza use the English Language Development standards set forth by the California Department of Education, and in alignment with the CCSS, to assist in planning and assessing the progress of English Learners. Students of limited English proficiency receive the same academic content as those students who are native English speakers in alignment with KIPP SoCal's English Learner Master Plan. This instruction takes the form of a designated ELD block for 60-80 minutes per week (lower-school ELs receive 20 minutes, four times per week; upper-school ELs will receive 15 minutes, four times per week). All instruction is in English. The designated ELD activities are taught to the whole class with intentional questioning, grouping, and progress monitoring of students identified as English Learners. When leadership and teachers review student data it is aggregated to show EL students, and 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 use Specially Designed Academic Instruction in English ("SDAIE") strategies to enhance the English Language development of all students. These strategies are also effective for English only students, as they implement strong teaching

techniques. When teaching using SDAIE strategies, teachers 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 also provide students with differentiated explicit language instruction.

Teachers 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 KIPP Comienza's extended day schedule, there is ample time that can be used for additional intensive English language instruction during small group and workshop time. KIPP Comienza uses 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 KIPP Comienza include:

- 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
- Modeling

Mathematics

KIPP Comienza implements math curriculum that reflects the three Common Core shifts in mathematics: focus, coherence, and balanced rigor (a balance among conceptual understanding, procedural fluency,

and application/problem solving). Our children benefit from student-centered mathematics that is focused not only on them mastering the grade level content standards, but equally as much on Common Core's eight standards for mathematical practice, so that our students learn to think and act like real-life mathematicians. Mathematics at KIPP Comienza is research-based, with best practices including building procedural fluency from a foundation of conceptual understanding, teachers moving through the developmental continuum of engaging with new mathematics first concretely (with tools and manipulatives), then pictorially, and finally abstract (numbers and symbols), and always emphasizing visual models to represent mathematical ideas. KIPP Comienza recognizes collaboration and communication as essential components of mathematics instruction, so classrooms will incorporate partner work, group work, and small group and whole class discourse as much as possible. Our ultimate goal is for our students to see mathematics as a joyful, creative process, and for them to engage in the discipline in a manner that hones their critical thinking skills and ability to collaboratively problem solve in the ways that the jobs of the future will require of them.

Our students also engage in student-centric, adaptive online technology administered by a variety of software program providers, such as ST Math. ST Math is an online program targeted at grades K-5 that focuses on deep, conceptual mastery of math topics. The program uses a visual-based approach to instruction to tap into students' spatial-temporal reasoning ability. Through ST Math, students receive differentiated supplementary instruction in mathematics matched to their learning needs and responsive to how they perform within the program. If students do well, the program speeds students through as fast as they can learn; if a student is struggling, the program cycles back to re-teach lessons and generates reports for teachers to use to provide further intervention. The incorporation of online learning into KIPP Comienza's instructional program ensures that students receive highly-targeted instruction at their levels and provides valuable data that teachers can use to inform their instruction.

Math skills are utilized and reinforced in various content areas at KIPP Comienza. For example, math skills are reinforced in science when students measure temperature. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited solely to math class.

Science

Establishing a strong foundation in science enables students to critically observe the world and develop their intuition, observation, thinking, and analytical skills. Students at KIPP Comienza participate in four science units per school year. Each unit focuses on a different strand of science: Life Science, Physical Science, Earth and Space Science, or Technology.

KIPP Comienza uses a variety of standards-aligned programs as a tool in ensuring mastery of the NGSS. One example is the Science and Technology for Children ("STC") modules, supplemented by Full Option Science System ("FOSS") modules correlated to the Next Generation Science Standards as an instructional tool and resource. Both curricula offer an inquiry-based approach to science that will allow 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. KIPP Comienza teaching staff will use STC and FOSS as a resource as they design engaging and rigorous lesson plans informed by the scientific method.

In upper school, science instruction utilizes text-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 KIPP Comienza's accelerated pace, students also gain a strong foundation in biology that enable them to be placed in Honors or accelerated biology classes in high school. A broad, multicultural history of science component spans the entire curriculum, as does skills development, a study of the impact of humans on the environment, and a reinforcement of math and technology skills.

Social Studies

KIPP Comienza students become leaders who ignite transformative change in thought and action for their community. To help bolster that goal, in lower school KIPP Comienza 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, Charter School students 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 give our students sustained courage to be leaders. In social studies, students are asked to demonstrate their learning in academically and socially powerful ways that prepare them to graduate from college and lead change in communities around them.

Through Socratic seminar, students explore their identity and community. Students reflect upon their identities with their classrooms, displaying cultural images and artifacts from their homes, community walks, and field trips. Students experience and express their history through art, writing, and spoken word. When students feel uncomfortable, they are able to respectfully agree/disagree and have the courage to share their own experiences. Students then feel appreciated, valued, and have a sense of belonging to their community. While understanding that they are individuals with unique differences,

students become connected to their community and develop a sense of pride. Outlined below are the broad instructional themes for each grade level:

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

Additionally, in second grade, KIPP Comienza students embrace their family heritage, language, and traditions. Students 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 gain an appreciation for their community and the art embedded throughout the streets. Students 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, KIPP Comienza students 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 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 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 have conversations about how existing state institutions affect immigration, labor, and people of color. Students are asked questions like, "How are people being treated?" and "Who is a citizen of this land?" Third graders learn how immigration has shaped the economy and had an impact on social behaviors.

In fourth grade, students continue to develop self-identity, deepening their thought process as they engage with social studies and ponder their own development. They use what they have learned to create a well-rounded understanding of who they are becoming. They begin to analyze aspects of identity as constants and variables. They then 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 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 are equipped with the tools and knowledge to complete culminating projects revolving around the enduring understandings. Students work both individually and in groups to demonstrate knowledge on concepts, while also building skills when working collaboratively. Differentiation in the classroom comes 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.

To help our students become agents of change who positively impact the community, our upper school social studies classes aims to develop a strong sense of history and social, economic, and political trends over time is essential. During their time at KIPP Comienza, the students develop their historical and social science 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 are 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 will have the opportunity to conduct research and seek resources to deepen their knowledge based on a particular topic.

In accordance with the Common Core State Standards and California State Content Standards for History-Social Science, the curriculum for fifth through eighth grades will be organized around the broad topics listed below by grade level. Encompassed within the broad theme for each grade are all state standards that build upon prior knowledge, blend with geography instruction, and deepen students’ 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

Physical Education

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

The program is 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 break up the year-by-year Physical Education period into strands: Concepts of Play and Games, Sports (e.g. soccer, basketball, softball, volleyball, and Ultimate Frisbee), Health, and Fitness. The content standards 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) is addressed during the basketball unit. Taken together, KIPP Comienza's Physical Education program improves students' aerobic capacity, body composition, strength, endurance, and flexibility, as envisioned by the California FITNESSGRAM.

Non-Core Areas of Instruction

Values-Based Lessons

To ensure students develop character strengths in addition to academic skills, students engage in instructional time focused on strengthening their character. In addition to the shared primary values across KIPP Comienza, each classroom focuses 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 also focus on kindergarten through fourth grade speaking and listening content standards and establish objectives to meet these standards.

Values-based lessons are incorporated into the elective 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 also use an adapted version of the Conflict Resolution from the Responsive Classroom approach. In kindergarten and first grade, the model closely resembles 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 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.

Our teachers 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 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 make anecdotal notes about each child's progress in embodying and demonstrating each value. Teachers then use data collected from the rubrics, outcomes, and anecdotal notes to score each child on the five values at every quarterly grading period (KIPP Comienza has developed standards-based report cards that include a values section) and share student progress with parents during parent/teacher conferences.

Art

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

Art is also used as a lens to learn about local cultural and community history and encourage students to think creatively about community challenges. For example, students study local murals and understand the events that inspired those murals. Similarly, students 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 helps empower students to affect positive change in the world around them.

Other core subject areas such as math, reading, science and social studies are integrated into art lessons. For example, in kindergarten through second grade, mathematics is 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, adds to the breadth of knowledge our students will possess to make them competitive students in high and college, as well as global citizens.

Music

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

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

Upper school students continue building on this foundation. Our upper school students have the opportunity to focus on a single instrument. By seventh and eighth grade, our students grow from beginning musicians to intermediate and advanced musicians. Instruction includes musical theory, music appreciation, and a number of performance routines and procedures.

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

Theatre

KIPP Comienza also offers an elective class in theatre, as well as an elective class in theatre and play production. Our theatre electives take students on their first steps toward becoming confident, empathetic “thespians,” or theatrical performers. Students learn to explore the potential of their voice, body, and mind to communicate effectively and perform with skill. They also learn how to actively and respectfully listen to live performances, gain basic theatre knowledge and history, as well as the importance of working respectfully in an ensemble of fellow theatre students.

By working with a diverse collection of texts and scripts, theatre serves as an engaging and fun extension of the literacy and active listening practices stressed in core ELA classes. Through reading scripts, speaking as different characters, and hearing the stories of their fellow thespians, students develop an ability to understand and appreciate different points of view outside of their own experience. Empathy is a key component of emotional maturity that will serve our students well as Global Citizens encountering people of different backgrounds and cultures.

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 are enrolled with kindergarten students and utilize teacher created and school leader supported instructional materials aligned to the California Preschool Learning Foundations developed by the California Department of Education. In these combined TK and kindergarten classrooms, teachers identify their TK students and offer a developmentally appropriate program to meet their needs. 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 yields huge payoffs in future academic success. It provides the gift of time that will help students build a strong foundation for success in lower school. KIPP Comienza utilizes 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 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 Comienza organizes its calendar to coincide with most of the local authorizer's draft of the Single Track Instructional Calendar. However, our calendar is not totally aligned with the District calendar. See Figure 1b: Academic Calendar.

Figure 1b: Academic Calendar

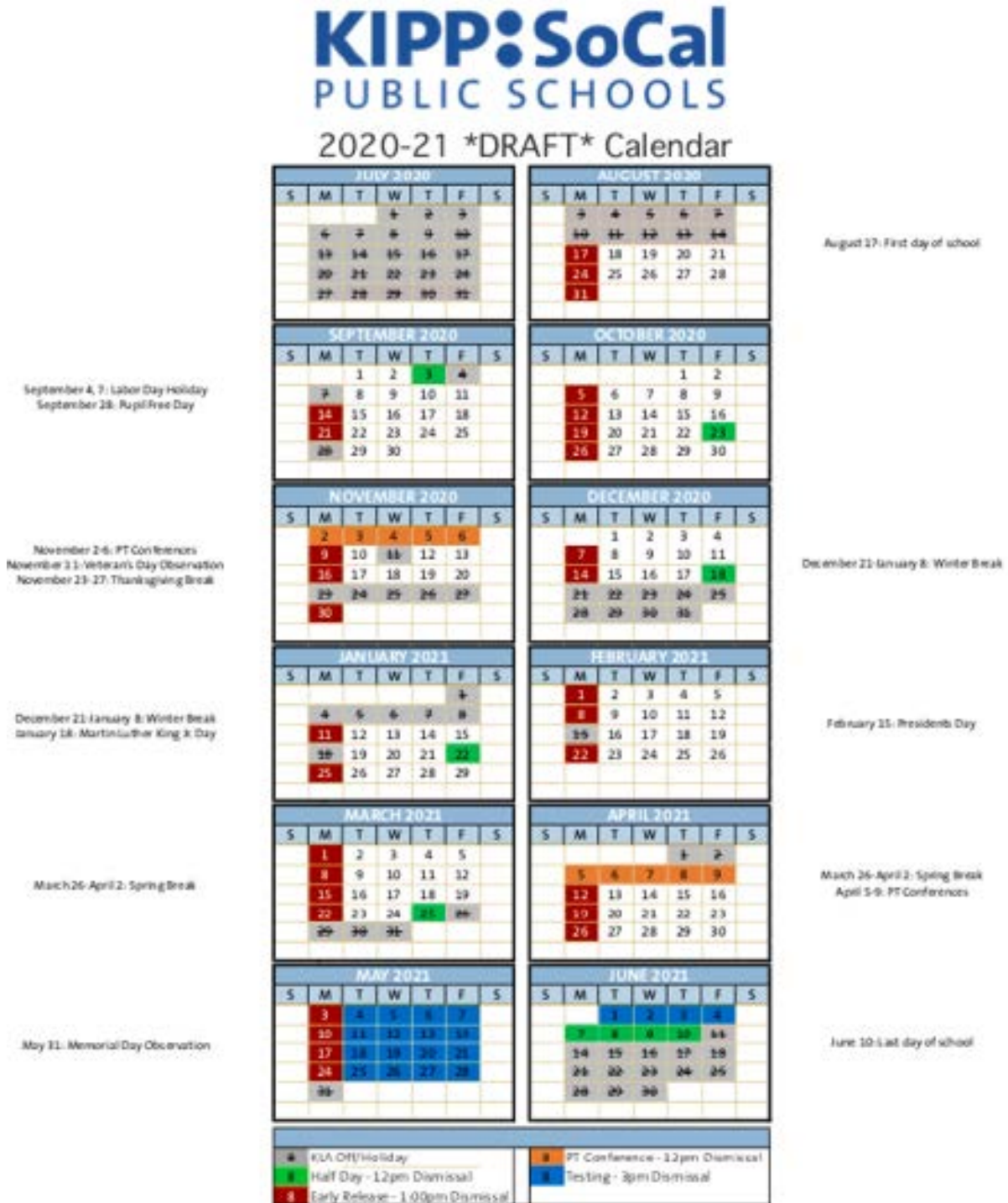


Figure 1c Instructional Minutes⁹

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	Yes	112	405	28	245	20	205	20	365	180	36000	63620	27620
1	Yes	112	415	28	245	20	205	20	365	180	50400	64740	14340
2	Yes	112	415	28	245	20	205	20	365	180	50400	64740	14340
3	Yes	112	415	28	245	20	205	20	365	180	50400	64740	14340
4	Yes	112	420	28	245	20	205	20	360	180	54000	65200	11200
5	Yes	112	400	28	292	20	239	20	350	180	54000	64756	10756
6	Yes	112	400	28	292	20	239	20	350	180	54000	64756	10756
7	Yes	112	398	28	290	20	240	20	350	180	54000	64496	10496
8	Yes	112	398	28	290	20	240	20	348	180	54000	64456	10456

From Transitional Kindergarten through fourth grade, students receive:

- 112 Regular School Days, including supplemental time, from 7:15 AM – 4:00 PM totaling between 405 and 420 instructional minutes per day.
- 28 Early Dismissal/Professional Development Days from 7:15 AM – 1:00 PM totaling 245 instructional minutes per day.
- 20 Minimum Days from 7:15 AM – 12:00 PM totaling 205 minutes per day.
- 20 Other Days from 7:15 AM – 3:00 PM totaling between 360 and 365 instructional minutes per day.

⁹ Projected instructional minutes calculated here are based on the tentative 180-day calendar. KIPP SoCal Public Schools reserves the right to reduce the school year to 175 instructional days. KIPP Comienza Community Prep will submit a finalized Calendar of Reports to the District prior to the beginning of each school year.

From fifth grade through eighth grade, students receive:

- 112 Regular School Days, including supplemental time, from 7:30 AM – 4:00 PM totaling between 398 and 400 instructional minutes per day.
- 28 Early Dismissal/Professional Development Days from 7:30 AM – 1:00 PM totaling between 290 and 292 instructional minutes per day.
- 20 Minimum Days from 7:30 AM – 12:00 PM totaling between 239 and 240 minutes per day.
- 20 Other Days from 7:30 AM – 3:00 PM totaling between 348 and 350 instructional minutes per day.

The first day of school will most likely be the second Tuesday in August.

Instructional Day

KIPP Comienza maximizes 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 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 school, these enrichments are incorporated during a common grade-level "Specials" block to facilitate grade-level planning. In addition, character- and values-based lessons are incorporated into the "Specials" block as well as during Read Aloud and are other times like Morning Meeting and Closing Circle. Community-building is a strong component of every classroom with a daily Morning Meeting and Closing Circle time. Kindergarten also includes a rest time during the day. In upper school, an additional enrichment block (where students are able to participate in different teacher-led enrichment activities) happens Tuesday through Friday at the end of the day.

To ensure students receive a well-rounded education, they 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 are in each of these areas for about 40 minutes at a time.

A sample weekly schedule for all grades are included below:

Figure 1d: Sample Weekly Schedule for Lower School

Regular Dismissal - 4:00 PM		
Start Time	End Time	Activity
7:15 AM	7:45 AM	Arrival
7:45 AM	8:00 AM	Morning Meeting
8:00 AM	9:00 AM	Math
9:00 AM	9:50 AM	Phonics
9:50 AM	10:30 AM	Enrichment
10:30 AM	10:50 AM	Recess
10:50 AM	11:50 AM	Writing Workshop
11:50 AM	12:30 PM	Lunch
12:30 PM	12:35 PM	Calm Classroom
12:35 PM	12:50 PM	Number Corner
12:50 PM	1:05 PM	Shared Reading
1:05 PM	1:50 PM	Reading Workshop
1:50 PM	2:30 PM	Independent Reading
2:30 PM	3:10 PM	Enrichment
3:10 PM	3:40 PM	Reteach - ELA (ELD)
3:40 PM	3:50 PM	Snack
3:50 PM	4:00 PM	Dismissal
Early Release - 1:00 PM		
Start Time	End Time	Activity
7:15 AM	7:45 AM	Arrival
7:45 AM	8:00 AM	Morning Meeting
8:00 AM	8:50 AM	Phonics
8:50 AM	9:50 AM	Reading Workshop
9:50 AM	10:20 AM	Number Corner
10:20 AM	10:40 AM	Recess
10:40 AM	11:30 AM	Math
11:30 AM	12:10 PM	Lunch

12:10 PM	12:50 PM	Social Studies
12:50 PM	1:00 PM	Dismissal
Testing Days - 3:00 PM Dismissal		
Start Time	End Time	Activity
7:15 AM	7:45 AM	Arrival
7:45 AM	8:00 AM	Morning Meeting
8:00 AM	8:40 AM	Word Study
8:40 AM	8:55 AM	Shared Reading
8:55 AM	10:00 AM	Reading Workshop
10:00 AM	10:30 AM	Reteach - Math
10:30 AM	10:50 AM	Recess
10:50 AM	11:50 AM	Math
11:50 AM	12:30 PM	Lunch
12:30 PM	1:05 PM	Enrichment
1:05 PM	1:45 PM	Enrichment
1:45 PM	2:30 PM	Writing Workshop
2:30 PM	2:50 PM	Reteach - ELA (ELD)
2:50 PM	3:00 PM	Dismissal
Minimum Days - 12:00 PM Dismissal		
Start Time	End Time	Activity
7:15 AM	7:45 AM	Arrival
7:45 AM	8:00 AM	Morning Meeting
8:00 AM	8:30 AM	Phonics
8:30 AM	8:50 AM	Recess
8:50 AM	10:00 AM	Math
10:00 AM	10:30 AM	Enrichment
10:30 AM	10:50 AM	Shared Reading
10:50 AM	11:10 AM	Lunch
11:10 AM	11:50 AM	Reading Workshop
11:50 AM	12:00 PM	Dismissal

Figure 1e: Sample Weekly Schedules for Upper School

Monday - Early Dismissal (1:00 PM)					
Start	End	Homeroom 1	Homeroom 2	Homeroom 3	Homeroom 4
7:30 AM	8:00 AM	Reading (DEAR ¹⁰)	Reading (DEAR)	Reading (DEAR)	Reading (DEAR)
8:00 AM	8:52 AM	Math	Elective (ELD)	Social Studies	Science
8:54 AM	9:46 AM	Elective (ELD)	Science	ELA	Social Studies
9:48 AM	10:40 AM	Science	Social Studies	Math	ELA
10:42 AM	11:36 AM	Social Studies	ELA	Elective (ELD)	Math
11:36 AM	12:06 AM	Lunch			
12:08 AM	1:00 PM	ELA	Math	Science	Elective (ELD)
Tuesday through Friday - Regular Dismissal (4:00 PM)					
Start	End	Homeroom 1	Homeroom 2	Homeroom 3	Homeroom 4
7:30 AM	8:10 AM	Reading (DEAR)	Reading (DEAR)	Reading (DEAR)	Reading (DEAR)
8:10 AM	9:22 AM	Math	Elective (ELD)	Social Studies	Science
9:22 AM	9:30 AM	Nutrition			
9:32 AM	10:44 AM	Elective (ELD)	Science	ELA	Social Studies
10:46 AM	11:58 AM	Science	Social Studies	Math	ELA
11:58 AM	12:40 PM	Lunch			
12:42 PM	1:54 PM	Social Studies	ELA	Elective (ELD)	Math
1:56 PM	3:08 PM	ELA	Math	Science	Elective (ELD)
3:10 PM	4:00 PM	Curiosity Hour			
Minimum Days (12:00 PM Dismissal)					
Start	End	Homeroom 1	Homeroom 2	Homeroom 3	Homeroom 4
7:30 AM	7:55 AM	Reading (DEAR)	Reading (DEAR)	Reading (DEAR)	Reading (DEAR)
7:57 AM	8:40 AM	Math	Elective (ELD)	Social Studies	Science
8:42 AM	9:25 AM	Elective (ELD)	Science	ELA	Social Studies
9:27 AM	10:10 AM	Science	Social Studies	Math	ELA
10:12 AM	10:55 AM	Social Studies	ELA	Elective (ELD)	Math

¹⁰ “DEAR” is an acronym for “Drop Everything And Read.”

10:55 AM	11:16 AM	Lunch			
11:18 AM	12:00 PM	ELA	Math	Science	Elective (ELD)
Testing Days (3:00 PM Dismissal)					
Start	End	Homeroom 1	Homeroom 2	Homeroom 3	Homeroom 4
7:30 AM	8:10 AM	Reading (DEAR)	Reading (DEAR)	Reading (DEAR)	Reading (DEAR)
8:10 AM	9:12 AM	Math	Elective (ELD)	Social Studies	Science
9:12 AM	9:20 AM	Nutrition			
9:22 AM	10:24 AM	Elective (ELD)	Science	ELA	Social Studies
10:26 AM	11:28 AM	Science	Social Studies	Math	ELA
11:30 AM	12:32 PM	Social Studies	ELA	Elective (ELD)	Math
12:32 PM	1:14 PM	Lunch			
1:16 PM	2:18 PM	ELA	Math	Science	Elective (ELD)
2:20 PM	3:00 PM	Curiosity Hour			

In order to assist with students’ transition from self-contained classrooms in lower school to a traditional middle school model in upper school, our fifth grade teachers may work in a paired model, depending on the School Leader’s assessment of the needs of individual teachers, teachers’ experience, school needs, and student needs. KIPP Comienza may elect to organize the instructional day with paired teachers focusing on 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. To be clear, this example is merely offered as an illustration of what the model might look like if a School Leader opts for paired model. This type of instructional day fits within the schedules provided above. Below is a comprehensive course list or table that shows all course offerings for all grades to be served:

Subject Area	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
English Language Arts	English 5	English 6	English 7	English 8
History - Social Studies	Social Studies 5	Social Studies 6	World Civilizations	U.S. History
Mathematics	Math 5	Math 6	Pre-Algebra	Algebra
Science	Science 5	Science 6	Science 7	Science 8

Subject Area	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Physical Education	Physical Education 5	Physical Education 6	Physical Education 7	Physical Education 8
Electives	Theatre	Beginning Music Theatre & Play Production	Theatre & Play Production	Beginning Music

Professional Development

Our team grounds itself in our mission by beginning and ending each year as a whole team reflecting on the degree to which KIPP Comienza has realized our mission. We 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” decreases as the list of “what is working well” grows. Weekly, our administrative team provides targeted professional development to team members in such high-leverage topics as instructional design, classroom management, student culture, data-driven instruction, common core standards, data driven instruction, design-thinking, technology integration, literacy instruction, experiential learning, and parent and community engagement. Training on how teachers can monitor and report the progress of EL students and other student groups is embedded into all of the teaching training, as well as maximizing small group instruction and other instruction-based PD. By focusing on teaching and learning, professional development helps our students reach their learning goals.

Figure 1f: Sample Professional Development Schedule

September
<ul style="list-style-type: none"> ● Guided Reading: Structure, model lessons, practice, and planning ● Assessments and Illuminate: Making the assessments and being a data-driver ● Great Shake Preparation ● Counseling 101 ● Skills Assessment #1 Data Analysis ● Equity ● Home Visits ● Lesson/Unit Internalization ● Leadership Team Meeting
October/November
<ul style="list-style-type: none"> ● Small Group Instruction ● Guided Reading Check in ● Assessment for Learning ● Trauma Informed Classrooms

<ul style="list-style-type: none"> ● Team Building Event ● Student Engagement and Rigor ● Health and Wellness Policy ● Leadership Team Meeting
November/December
<ul style="list-style-type: none"> ● Planning/Grade-level Collaboration ● Assessment for learning and data analysis ● Lesson plan/unit internalization ● Culturally Relevant Pedagogy ● Pupil Free Day - Teacher PD ● Leadership Team Meeting
January/February
<ul style="list-style-type: none"> ● School Culture and Climate ● Student Engagement ● Content team meetings: planning assessments ● Content Team meetings: analyzing SBAC Interim Assessment
March/April
<ul style="list-style-type: none"> ● Bootcamp: Small group instruction: intentionality with everything Pt 1-5
May/June
<ul style="list-style-type: none"> ● Testing preparation Pt 1-3 ● Closeout: Ending the school year
Summer Professional Development
<ul style="list-style-type: none"> ● Onboarding New Staff ● Mission, Character Strengths & Values ● Start Strong Conference (content-specific best practices, student engagement, data-driven instruction, classroom management, and cultural sensitivity) ● Family Engagement ● Performance Management (instructional coaching, beginning-of-year reflections, and goal setting)

Team Recruitment

Team member selection is one of the most critical aspects of KIPP Comienza's success. This process helps us find driven candidates and hire team members who exhibit both the key character strengths as outlined by the KIPP Foundation's framework for Excellent Teaching and the outstanding past results that will make them successful in delivering our instructional program. Our teachers must be data-driven, student-focused, innovative and creative in the classroom, persistent, and exceptionally caring for all students. They must have strong and positive professional recommendations, be team players, embody and exemplify the values of KIPP Comienza, and be committed to the vision and mission of KIPP Comienza. When reviewing candidates, we look for the same character strengths in candidates for K-4 positions as candidates for K-8 positions. Of course, we also consider relevant experience for teaching specific age groups.

Team member recruitment happens via a series of methods. KIPP SoCal recruits teachers at teacher hiring events, education conferences, and special recruitment events. Additionally, KIPP SoCal advertises teacher openings on college and university job boards as well as other education-related job boards. KIPP SoCal's Associate Director of Teaching & Leadership Development leads these recruitment efforts in conjunction with KIPP Comienza's School Leader. To seek out a diverse pool of the best candidates, we implement a strategic recruitment plan. Some of the strategies that we use are outlined below:

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

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

In cases where the School Leader is unable to visit a candidate's classroom, for example a candidate who lives out of state, a candidate may submit a video. For non-teaching positions, candidates complete an online application and pre-interview questions before moving forward to interview with the School

Leader, and if needed, interview with a panel. The School Leader makes all final hiring decisions for the instructional and non-instructional team members at KIPP Comienza.

The KIPP SoCal Teacher Residency at Alder Graduate School of Education

In the 2017-18 school year, 80% of California school districts reported a shortage of teachers.¹¹ Building upon our existing recruitment efforts, KIPP SoCal is taking steps to strengthen the teacher pipeline in the face of this state-wide shortage of educators. In Spring 2017, KIPP SoCal signed a memorandum of understanding with Alder Graduate School of Education to prepare for the launch of the KIPP SoCal Teacher Residency program in the 2019-20 school year. The KIPP SoCal Teacher Residency uses a gradual release training model:

- Residents are placed with current high-performing KIPP SoCal teachers who serve as Residency Mentors.
- Teacher Residents spend four days per week at a KIPP SoCal school, shadowing their Residency Mentors and gradually earning more responsibility in the classroom. Three Fridays of every month, residents attend graduate-level courses to accelerate their development as teachers.
- On the remaining Friday of each month, the Residency Mentors attend development workshops while Teacher Residents are responsible for the classroom.
- By the end of the year, the Teacher Resident have full responsibility for the classroom alongside their Residency Mentor and have earned their Preliminary California Teaching Credential and a master's degree from University of the Pacific.

The KIPP SoCal School Leader Fellow Program

KIPP SoCal has also developed a residency program to strengthen the School Leader pipeline, leading to better outcomes for our students. First implemented in 2018, the KIPP SoCal School Leader Fellow Program is a two-year leadership development program for aspiring School Leaders. School Leader Fellows develop and deepen the instructional and adaptive skills needed to lead a KIPP SoCal school. Fellows are full-time team members assigned to a KIPP SoCal school's leadership team. They receive on-the-job experiences across both academics and culture, and they receive coaching and development from their regional manager and coach, anchored in the KIPP Leadership Competencies, KIPP Readiness Criteria, and aligned to their individual leadership development plan. In addition, they attend School Leader Fellow programming days.

Team Culture/Professional Development

KIPP Comienza is grounded in the belief that teachers are the key levers that boost student achievement; thus, quality professional development for teachers to help students excel academically is essential. Each Monday is an early dismissal day at KIPP Comienza in which the students are dismissed at

¹¹ "Understaffed and Underprepared: California Districts Report Ongoing Teacher Shortages" – Learning Policy Institute

1:00pm. On these days, the team meets 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 shares something that went well and something they are working to improve. They 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 take detailed minutes of their meetings and submit them to the School Leader, who reads them, comments upon them, and returns them to each team member. On professional development afternoons, teachers also convene to participate in inquiry-based learning around pedagogy and curriculum. These sessions are a learner-centered strand of professional development that is focused on augmenting our teaching practice. The instructional team collectively surveys KIPP Comienza's instructional goals, scope and sequence, and student data to determine inquiry questions for the team to address. This strand of professional development is meant to increase the capacity of teachers in their instructional and pedagogical depth, as well as their ability to work collaboratively to problem-solve. The School Leader identifies 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. Furthermore, during the ancillary periods, teachers have the opportunity to observe fellow teachers (from any grade served by our school) to learn from the practices of colleagues. Ancillary periods are also used to plan and prepare for upcoming lessons. By accessing the professional development library resources and targeted readings based upon needs, the team will become lifelong learners.

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

Sample team meeting agenda:

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

The School Leader facilitates team meetings with support from lead teachers, other faculty, and guests with instructional expertise. Each week, KIPP Comienza distributes a team bulletin with a message from the School Leader, upcoming events, gratitude, and announcements.

Meeting the Needs of All Students

English Learners

KIPP Comienza adheres to the attached KIPP SoCal Public Schools EL Master Plan and comply with all federal, state, and judicial mandates for English Learners. Given the demographics of the Los Angeles Unified School District, KIPP Comienza expects that a significant number of our students will be classified as English Learners. KIPP Comienza is dedicated to providing these students with an exceptional education and transitioning them into English proficiency through the use of our schools' services and teaching methods. KIPP Comienza is committed to reclassifying all English Learners who enroll as Kindergarteners by fourth grade. For students enrolling in fifth grade or later, we are committed to implementing more individualized supports and reclassification goals to account for greater diversity in these students' proficiency gaps. For example, our Launch to Literacy curriculum is divided into three levels, A-C, to allow for targeted placement and differentiated supports depending on a student's unique level of proficiency. Our Link to Literacy curriculum is also differentiated by three levels, D-F, in which EL students read to learn by focusing on building vocabulary, reading comprehension, and language skills to boost their ability to keep up with grade-level English content. KIPP Comienza recognizes the importance of valuing students' native languages and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, elective course offerings, and character building curriculum. It is the goal of KIPP Comienza that all students will leave the school proficient in the English language and with pride and support for their home languages.

Identification of English Learners

All students enrolling in a California public school for the first time are given the Home Language Survey as part of the process to determine their level of English proficiency. Students who are found to have a primary language other than English are assessed using the state-approved English Language Proficiency

Assessment, currently the ELPAC. Parents/guardians are notified prior to the student being assessed. If a student is determined to be an English Learner after completing the Initial ELPAC, they are then identified as such in KIPP Comienza's student information system, and have their CALPADS record updated as necessary. Parents or guardians of newly-identified EL students are subsequently notified of the student's status within 30 days of enrollment.

Assessments

Once a student is identified as an English Learner, they are assessed annually using the English Language Proficiency Assessments of California ("ELPAC"). In addition to the ELPAC assessment, English Learners at KIPP Comienza are assessed using the NWEA Measures of Academic Progress ("MAP") Test in Reading in the fall, winter, and spring. Through the MAP tests, the school is able to monitor the progress of English Learners throughout the school year, and adjust program placement and academic support as necessary. English Learners who also have an individualized education plan (IEP) or Section 504 Plan are assessed with ELPAC and MAP, unless an alternate assessment is specified in the IEP or Section 504 Plan. All required accommodations and modifications to assessments are provided, as specified in the student's IEP or Section 504 Plan.

Strategies for English Learner Instruction and Intervention

KIPP Comienza provides a comprehensive designated and integrated ELD instructional program to meet the grade-appropriate academic goals and language learning needs of every enrolled English Learner. Teachers at KIPP Comienza 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 supporting and assessing the progress of English Learners. Students of limited English proficiency receive the same academic content as those students who speak only English, and all instruction is in English. However, there may be times when primary language support is provided to students.

Integrated ELD takes place at KIPP Comienza during the typical daily schedule across all disciplines. Designated ELD will be implemented during strategic structures within the school day. KIPP Comienza will implement ELD in the following ways:

- In-class, teacher-led ELD blocks at least three days per week for up to 45 minutes
- Teachers will use an ELD curriculum aligned to the California English Language Development Standards called Launch to Literacy/Link to Literacy by DataWorks
- Grouping EL students according to proficiency levels within the classroom, within a grade level, or even across grade levels
- Small group instruction, workshops, and reteach time
- The KIPP SoCal English Language Development Teacher will pull certain upper school students from class for one-on-one dELD support for up to 120 minutes each week
- KIPP Comienza uses an extended day schedule where ample supplemental time, if necessary, can be used for Designated ELD instruction

Reclassification

The goal of KIPP Comienza's English Learner program is to have all EL students progress from English Learner to Reclassified Fluent English Proficient ("RFEP"). A student is considered to be eligible for reclassification once the following criteria are met:

1. Demonstrate academic English proficiency on the English Language Proficiency Assessment, or an alternate assessment as required by the student's IEP or Section 504 Plan. KIPP Comienza will follow the recommendation from the State Board of Education to determine proficiency levels.
2. Demonstrate ELA proficiency on one of the following assessments:
 - a. CAASPP ELA (third through eighth grades) - a score of three or four for general education students, or a score of two, three, or four for Special Education students
 - b. NWEA MAP Reading assessment - a score in the 50th percentile or above for Kindergarten through eighth grade
 - c. Teacher Recommendation
 - d. Grades two through five require recommendation from the student's classroom teacher, based on the student's ELA performance in the classroom
3. Parent Recommendation
 - a. The final criteria is approval by the parent or guardian to exit from the English Learner program, after the student has met the first three criteria

Monitoring Progress and Effectiveness of Supports for LTELs

Our approach to supporting LTELs and students at risk of becoming LTELs is based on each individual student's unique needs. The regional English Language Development Teacher will progress monitor LTELs by tracking their reading levels and page-read goals in Accelerated Reader. Acting in their capacity as part of the Core Student Support and Progress Team, the EL Coordinator reviews LTEL progress at least once each quarter during staff meetings, analyzing both the effectiveness of supports provided and the student's readiness to reclassify.

Monitoring of Reclassified Fluent English Proficient Students

KIPP Comienza notifies parents and guardians of reclassification, updates the school and school district records, as well as monitors the student's progress for four years. After reclassification, former EL students' academic progress will continue to be monitored by the EL Coordinator, in an approach mirroring the two-prong monitoring of English Learner students. RFEP students' academic progress will be observed to ensure academic achievement continues to grow, as well as to quickly identify any students who may have been reclassified prematurely who may still benefit from various EL-related supports.

Periodic Assessment of EL Program

KIPP SoCal relies on continuous data-driven instruction to inform strategies for all student groups, grade levels, and academic disciplines. In assessing the English Learner instructional program each year, KIPP Comienza will work in conjunction with the KIPP SoCal Academics Team to consider and evaluate a number of factors, including:

- Reclassification rate
- Percentage of students scoring proficient or advanced on ELPAC
- EL and RFEP performance in core subjects relative to their EO peers
- Fidelity of ELD curriculum implementation
- Percentage of ELs entering KIPP SoCal schools as upper school students
- Input from teachers, the Student Support and Progress Team, and the EL Coordinator
- Parent input, including from the English Learner Advisory Council

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

As all students are challenged to reach their intellectual potential within the instructional program, KIPP Comienza does not offer a formal, separate gifted and talented education (“GATE”) program. Throughout the day, the team members may differentiate instruction based upon the individual needs of the students and provides an opportunity to excel for those students who are achieving above grade level or demonstrate a specific ability or talent, as identified through student data or other evidence of a pupil’s capacity. Teachers differentiate in the forms of acceleration, depth, complexity, and novelty and they 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 KIPP Comienza are:

- Project-based learning opportunities
- Accelerated technological instructional programs
- Comprehensive experiential learning opportunities to enhance and supplement the curriculum
- Opportunities to provide peer-to-peer support
- Accelerated (“honors”) math and ELA instruction
- Support with identifying and applying for high school scholarships from KIPP Through College

By using assessment information and classroom observation to monitor students’ progress, teachers are able to make the necessary modifications and adjustments to best support students. Teachers utilize workshop time, as well as differentiated choices for accelerated students and students achieving above grade level throughout the day to support them in continual growth. All students at KIPP Comienza are valued for their individualism, and their interests and passions will be cultivated. Furthermore, the teachers work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students’ learning profiles and specific talents. In order to

ensure that the needs of all students are being met, the team utilizes the Student Support and Progress Team (“SSPT”) process for students who have been identified as consistently achieving well above norms (as measured by formative, summative, and standardized testing) just as they would use the process for identifying students who struggle. Refer to the following section for more details on the composition of the SSPT.

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 receive individual and small group instruction to target their individual needs. During whole class instruction, the teacher may differentiate instruction based upon students’ needs, interests, readiness, and learning profile. In addition, other types of instructional support that KIPP Comienza may utilize to support students achieving below grade level include:

- Small group, targeted instruction utilizing students’ individualized academic data
- Scaffolded lessons designed and executed for students to achieve incremental growth towards overall proficiency targets
- Small group guided reading and writing lessons targeting specific skills that students need additional support mastering; data from reading and writing benchmark assessments and running records will determine specific grouping models
- One-on-one conferring sessions between teachers and students in which teachers provide real-time, specific, targeted feedback to students in order for struggling students to strategize next steps towards instructional proficiency
- More instructional time incorporated into the daily schedule and academic year in order to increase learning opportunities and supplemental curriculum for students in need of additional academic instruction and tutorials (including, but not limited to, summer programming)
- Pre-teaching, re-teaching and spiraling standards, as evidenced by instructional scope and sequence, unit plans, and daily lesson plans, in order for students to have multiple opportunities to access each standard
- Use of technology to enhance and supplement the existing curriculum, using student data to create individualized technological instructional programming to meet the needs of all students
- Providing tutorial programming and homework support, as needed
- 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 KIPP Comienza, such as reading comprehension, professional development is dedicated to that focus. In addition, teachers and administrators work collaboratively to share best practices and ideas to support students achieving

below grade level, and they develop key partnerships with community agencies and educational organizations to develop a cadre of resources for team, students, and parents to access in order to meet the instructional needs of all students.

If, after implementing the aforementioned instructional support strategies, significant progress has not been made as measured by assessments, students achieving below grade level may be referred by the teacher or by the parent for an SSPT meeting. The Student Support and Progress Team may be comprised of the teacher(s), an administrator, other necessary support staff, the family of the child, and in some cases, the student. The purpose of the team is to develop and implement an action plan that complements and enhances the child's current educational program while targeting the specific academic or behavioral need of the student. The SSPT uses a collaborative model to identify interventions for improved student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally in the general education setting. The process emphasizes early intervention for underachieving and struggling students is a function of the general education program. KIPP Comienza's SSPT aligns to and works in tandem with the Multi-Tiered Systems of Support ("MTSS") model in the following ways:

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

Socioeconomically Disadvantaged and/or Low-Income Students

KIPP Comienza seeks to serve underserved student populations. To put students on the path to and through college, the mission, vision, and instructional programs of KIPP Comienza will be designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged (based upon parent educational status, migrant status, and eligibility for free and reduced-price school meals) or low-income (based upon eligibility for free and reduced-price school meals). We anticipate that students from this population will constitute a significant portion of KIPP Comienza's student body, and KIPP Comienza's program will be based upon the successful practices already in place across KIPP SoCal. At its core, KIPP Comienza believes in high expectations for each of its students regardless of background.

KIPP Comienza identifies low-income students as those who are eligible to receive free or reduced price school meals. KIPP Comienza designs its program to support students from low-income and/or socioeconomically disadvantaged backgrounds in the following ways:

- Providing more time to increase the learning opportunities of all students (these opportunities include, but are not limited to, in-class literacy experiences, out of class experiential learning field lessons, supplemented day and summer school)
- Building the social capital of students via experiential learning opportunities in order for them to be able to navigate different social and educational settings
- Building robust classroom libraries in order to support the continued development of students' literacy experiences, both in and out of school
- Parent engagement workshops targeting topics such as financial literacy (in preparation for high school and college tuition) and health and nutrition, utilizing community partnerships to provide necessary resources to families in need
- Establishing a strong college-bound culture, including, but not limited to, college banners and homerooms named after colleges and universities
- Flexible conferencing scheduling for meeting with families
- Providing enriching arts education programming to supplement existing curriculum
- Tutorials and intervention support
- Meal provisions for students whose families qualify for free and reduced lunch

Students With Disabilities

Overview

KIPP Comienza complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act.

KIPP Comienza is its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). KIPP Comienza will consider membership in the following SELPAs: LAUSD, Los Angeles County SELPA, Southwest SELPA, and El Dorado County Charter SELPA.

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

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

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

KIPP Comienza will be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by KIPP Comienza shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

KIPP Comienza will recognize its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of KIPP Comienza. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning is eligible for accommodation by KIPP Comienza.

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504

team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by KIPP Comienza's professional staff.

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

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

Services for Students IDEA

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

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

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

Staffing

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

KIPP Comienza is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. KIPP Comienza shall ensure that all special education staff hired or contracted by KIPP Comienza is qualified pursuant to SELPA policies, as well as meet all legal requirements. KIPP Comienza shall be responsible for the hiring, training, and employment of itinerant

staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

For students transferring to KIPP Comienza with an IEP from outside of California during the same academic year, KIPP Comienza shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until KIPP Comienza conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by KIPP Comienza, and develops a

new IEP, if appropriate that is consistent with federal and state law. In short, when students with an out-of-state IEP transfer to KIPP Comienza, KIPP Comienza will provide an IEP meeting within 30 days.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

KIPP Comienza understands that it shall represent itself at all SELPA meetings.

Funding

KIPP Comienza understands that it will be subject to the allocation plan of the SELPA.

Other Student Groups: Foster and Homeless Youth

Homeless and foster children shall have access to necessary educational and support services that will afford them the opportunity to meet the same challenging State academic standards as all students

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

Role of the Homeless and Foster Youth Liaison

At KIPP Comienza, a member of the Operations team serves as the LEA Homeless and Foster Youth liaison. The liaison will ensure that:

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

Case Management Services

KIPP Comienza also provides case management services, which refer to a collaborative process between the counseling team and family to provide assessment, care coordination, and advocacy for options and services to meet an individual's and family's needs through communication and available resources.

Case management services may include:

- Communicating with Foster Youth caseworker
- Supporting families with accessing the Homeless Family Solutions Systems (“HFSS”) by calling 211 or referral to a Family Solutions Center (FSC)
- Referrals for mental health, domestic violence, legal services, food banks, etc.
- Submitting Baby2Baby requests, if applicable
- Checking in with student to provide counseling support, if needed

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

The Regional Homeless and Foster Youth Task Force

The regional Homeless and Foster Youth Task Force is also available for consultation and guidance with support for families or questions about the McKinney-Vento Act and California legislation supporting foster youth. The KLA Homeless & Foster Youth Task Force may include the Director of Mental Health & Support Services, Mental Health and Support Services Managers, Regional Business Operations Managers, the Student Systems Analyst, the Student Information Manager, and the Assistant Controller.

A Typical Day

It is 7:10am on a beautiful Thursday morning in mid-October. Magdalena, a seventh grade student at KIPP Comienza Community Prep, has just arrived to campus. Magdalena is so excited to be able to return to the same school that she has attended since Kindergarten. She stops to shake Mrs. Helguera's hand and say good morning, and then joins her classmates in the lunch area where she always eats her breakfast—a bowl of cereal, fruit, and milk—and pulls out the *Divergent* novel she has been dying to finish.

Magdalena doesn't quite finish her book at breakfast, but that's okay because she knows she will start the school day with forty minutes of DEAR (which stands for "Drop Everything And Read"). She and her friends make their way to homeroom passing brightly colored walls painted with KIPP credos, such as "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 will go!" By 7:30am, she and her classmates have taken their seats in homeroom, and she has settled in with her book, excitedly turning from page to page as she gets closer to the end.

8:10am marks the beginning of regular instruction. Magdalena's pre-algebra teacher, Mr. Morales, is leading a lesson on using number lines to subtract positive and negative numbers. Magdalena and her classmates use the strategies taught by Mr. Morales to solve real-life mathematical problems. As the class makes its way through the lesson, Mr. Morales models problem-solving strategies, re-emphasizes key points, and uses data that he has gathered over the school-year to drive instruction. He wraps up the lesson with a homework assignment that requires students to take on additional practice problems in subtracting positive and negative numbers.

By 9:32am, Magdalena makes her way to her elective class on theatre and play production. Magdalena has always been a little shy, but she loves theatre because live performances have helped her become a more confident public speaker. She has also noticed that her theatre class has helped her listen to her classmates more actively and respectfully. By far, though, her favorite aspect of theatre and play production is reading, analyzing, and engaging with the plays. It reminds Magdalena of her favorite class: ELA with Ms. Didion.

At 10:46am, it's time for science with Ms. Curie. Magdalena and her classmates 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 learning's 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 *Ender's Game*, the shared reading text that Ms. Curie started with the class on Monday.

After science class, it's time for lunch. 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 from the eighth grade. They swap book recommendations and have lively conversations about Katniss Everdeen and Tris, their favorite heroines from the dystopian novels *The Hunger Games* and *Divergent*. Magdalena then indulges in some recess time, practicing the latest folklorico dance moves that she is learning in her enrichment class with Ms. Bravo.

When lunch is over at 12:40pm, Magdalena heads to World Civilizations with Ms. Huerta. Although World Civilizations is a social studies class, Ms. Huerta weaves writing instruction into her lessons on medieval history. Today, she is leading a lesson showing Magdalena and her classmates how to write flash drafts for their research papers. Ms. Huerta reminds students that, before they write, they recall all they know about the kind of writing they will be doing. Magdalena remembers that her research paper needs to use the primary sources she has been reading to make an argument about medieval history. She reviews some of the primary sources covered so far, and starts writing.

1:56pm marks the beginning of ELA with Ms. Didion. As with all of the classes at KIPP Comienza, Ms. Didion frames the lesson by reviewing the agenda, highlighting what students will learn, the activities planned, and why today's topic is important. From there, Magdalena and her classmates continue a unit on identifying key ideas and details. In today's class, they are learning strategies on how to cite several pieces of textual evidence to support their analysis of what the text says.

ELA ends at 3:08pm, and shortly thereafter, Magdalena and her classmates begin Curiosity Hour. During this time, KIPP Comienza's teachers plan hour-long enrichment activities to ensure that students receive quality experiential learning, meet expectations, and fulfill goals. Magdalena and many of her friends have chosen to spend their Curiosity Hour working on a school newspaper with Ms. Didion, who was a journalist before becoming a teacher. The Curiosity Hour allows Ms. Didion to share one of her personal passions with students, which, in turn, ignites students' curiosity about writing, news reporting, and pursuing journalism as a career. Magdalena is writing an article that features an interview with her science teacher, Ms. Curie, about the relationship between climate change and wildfires in Southern California.

Curiosity Hour ends at 4:00pm, but it's not time for Magdalena to go home yet. She has folklorico practice from 4:00pm to 5:00pm. Magdalena is excited to be back at folklorico practice because she had to take a break for a few weeks to get intensive tutoring support in adding and subtracting fractions. Her friends in folklorico are excited for her return. They are preparing for KIPP Comienza's *Día De Los Muertos* showcase, which will feature performances and exhibitions from other extracurricular activities, such as the school mariachi band, a reading of traditional Latinx folk tales, and a sugar skulls display.

At 5:00pm, Magdalena signs out from folklorico practice in her homeroom, and walks to the dismissal area. Students congregate there by grade level, with those students who walk home or take the bus escorted off campus by one of our teachers and a parent volunteer. Students who are enrolled in the after-school program will stay at school until 6:00pm, where they will continue enrichment activities or work on homework with one of our after-school program staff members.

Element 2– Measurable Pupil Outcomes and

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

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

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.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

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

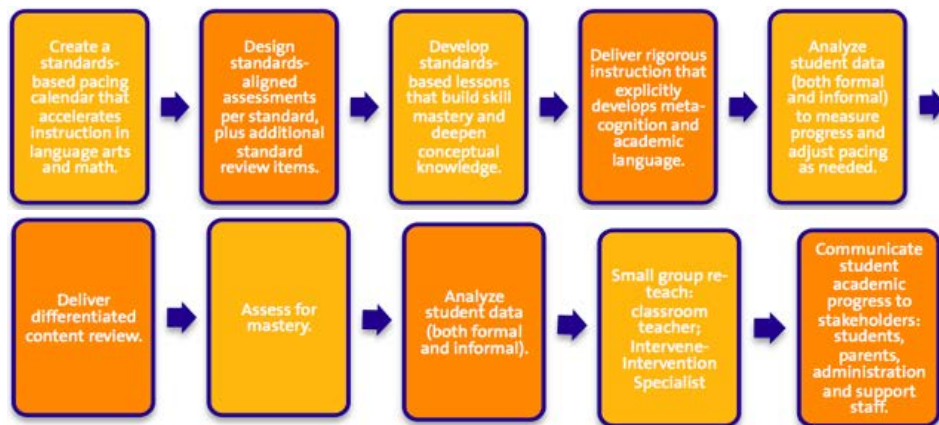
Methods for Measuring Pupil Progress Toward Outcomes

Instructional Cycle and Assessment

All KIPP Comienza Community Prep teachers uses an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as social studies and science follow an adapted version of this cycle, 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 one-on-one check-ins between leadership team and teachers support the implementation and execution of each of the instructional cycle’s ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery and is meant to provide alignment both across and between grade-levels.

Figure 2a shows the ten steps of KIPP Comienza’s instructional cycle. While the first step is completed in the summer, the following steps in the cycle will be ongoing.

Figure 2a: KIPP Comienza Community Prep Steps of Instructional Cycle



KIPP Comienza Community Prep works to ensure that all students score at Standard Met or Standard Exceeded levels in ELA and math on the CAASPP assessment. All students in grades three through eight take the CAASPP each spring. Further, students in fifth and eighth grade take the California Science Test (CAST) which is based on the California Next Generation Science Standards (NGSS). Only eligible students will take the CAST exam, and non-eligible students will take the California Alternate Assessment for Science. KIPP Comienza Community Prep will ensure students have gained proficiency in the NGSS prior to testing in fifth and eighth grades.

Additionally, all students in Kindergarten through second grade and EL students in all grade levels take a reading and math norm-referenced test such as the MAP in the fall and the spring. Detailed reports by student and by class will be created to facilitate in-depth analysis and data-informed decision-making. Teachers look at multiple sources of data, including daily exit tickets, to identify the students who have

not yet mastered the standard. Teachers then work with the leadership team to identify the proper interventions. Thoroughly analyzing annual student achievement results allows the staff to reflect on teaching practices and identify areas of strength and areas of weakness to improve in the upcoming years.

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

KIPP Comienza Community Prep shall adhere to all state testing requirements applicable to charter schools. As established in the previous section, KIPP Comienza Community Prep utilizes 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, KIPP Comienza Community Prep 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 the School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

KIPP Comienza Community Prep, like all KIPP SoCal Public Schools, believes that data is a powerful instructional tool. KIPP Comienza's data is shared openly with KIPP SoCal's management and other KIPP SoCal schools. Further, at regular intervals the data is shared with KIPP SoCal's Board. Annually, KIPP Comienza's leadership team provides an update to its students and parents about school wide academic performance. The schoolwide data is shared during School Site Council meetings (which are open and publicized to the school community), during LCAP Annual Updates and feedback sessions, and through specialized family nights.

Standardized Testing

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

Formative Assessments

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

Initial Assessments

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

Exit Tickets and Unit Assessments

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

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

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

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

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

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

Performance expectations for these assessments can be found below:

Figure 2b: KIPP Comienza’s Performance Expectations

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

KIPP SoCal Public 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 KIPP Comienza Community Prep to collect, analyze, and share data on student performance on formative and summative assessments easily. The KIPP SoCal Regional Academic Team maintains the database system and ensures confidentiality and security.

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

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

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

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

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

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

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

Grading Policy

KIPP Comienza Community Prep administer grades based upon student's mastery of the California Next Generation Science Standards, California Content Standards, and CCSS. Grades are reported in quarterly school-created report cards for the upper school on a scale from A-F (A, B, C, and F) corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs. Grades for lower school are based on a numerical scale of one to five, corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs.

Student:	School Year:
Teacher:	Grade:

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

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

Key to Character Strength Grades	
5	Strength
AG	Area of Growth

Attendance				
	Q1	Q2	Q3	Q4
Tardies				
Truancies				
Absences				
% Present				

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

Homework				
Q1	Q2	Q3	Q4	EDY Goal
				80%

Teacher's College Reading Level				
Q1	Q2	Q3	Q4	Grade Level EDY Goal
				2

Sight Words				
Q1	Q2	Q3	Q4	Grade Level EDY Goal
				300

Fluency				
Q1	Q2	Q3	Q4	Grade Level EDY Goal
				98 wpm

MAP Scores				
	Fall	Winter	Spring	Grade Level EDY Goal
ELA				
Math				

Teacher Signature		Date:	
Parent/Legal Guardian Signature		Date:	

Promotion and Retention Policies and Procedures

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

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

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

- Failure in one or more classes
- Chronic absence
- Scoring below proficiency on standards-based assessments
- Scoring below grade level on reading assessments
- Below proficiency on California standardized assessments
- Below grade level on Measures of Academic Progress (MAP) assessments

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

Retention of students with disabilities will be determined on a case-by-case basis and will be addressed through the IEP process. Although each student must be evaluated for retention on an individual basis, the process for recommending retention, supported by the California Education Code 37252.2-3752.8, begins by the IEP team answering the following questions:

- Is the current IEP appropriate to meet the student's academic, linguistic, social emotional, and behavioral needs?
- Is the manner of assessment appropriate, including accommodations and modifications identified in the IEP?
- Were all of the services required by the student to make progress in the general education curriculum appropriately identified in the student's IEP?
- Were the linguistic needs of the English Learner appropriately identified?
- Did the student receive all of the services identified in the IEP?
- Was the assessment conducted consistent with the IEP?
- Was the student's promotion standard appropriate and clarified in the IEP?
- Were other factors such as excessive absences causing the student to be unavailable for learning?

Element 4 - Governance

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

General Provisions

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

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

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

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

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹²

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

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

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

¹² The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

Title IX, Section 504, and Uniform Complaint Procedures

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

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

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

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

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

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

Responding to Inquiries

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School,

including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

Notification of the District

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

Student Records

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

Parent Engagement

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

Federal Program Compliance

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

acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

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

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Charter School and KIPP SoCal Public Schools are subject to (1) the Ralph M. Brown Act; (2) the California Public Records Act; (3) Sections 1090-1099 of the Government Code; and (4) the Political Reform Act of 1974.

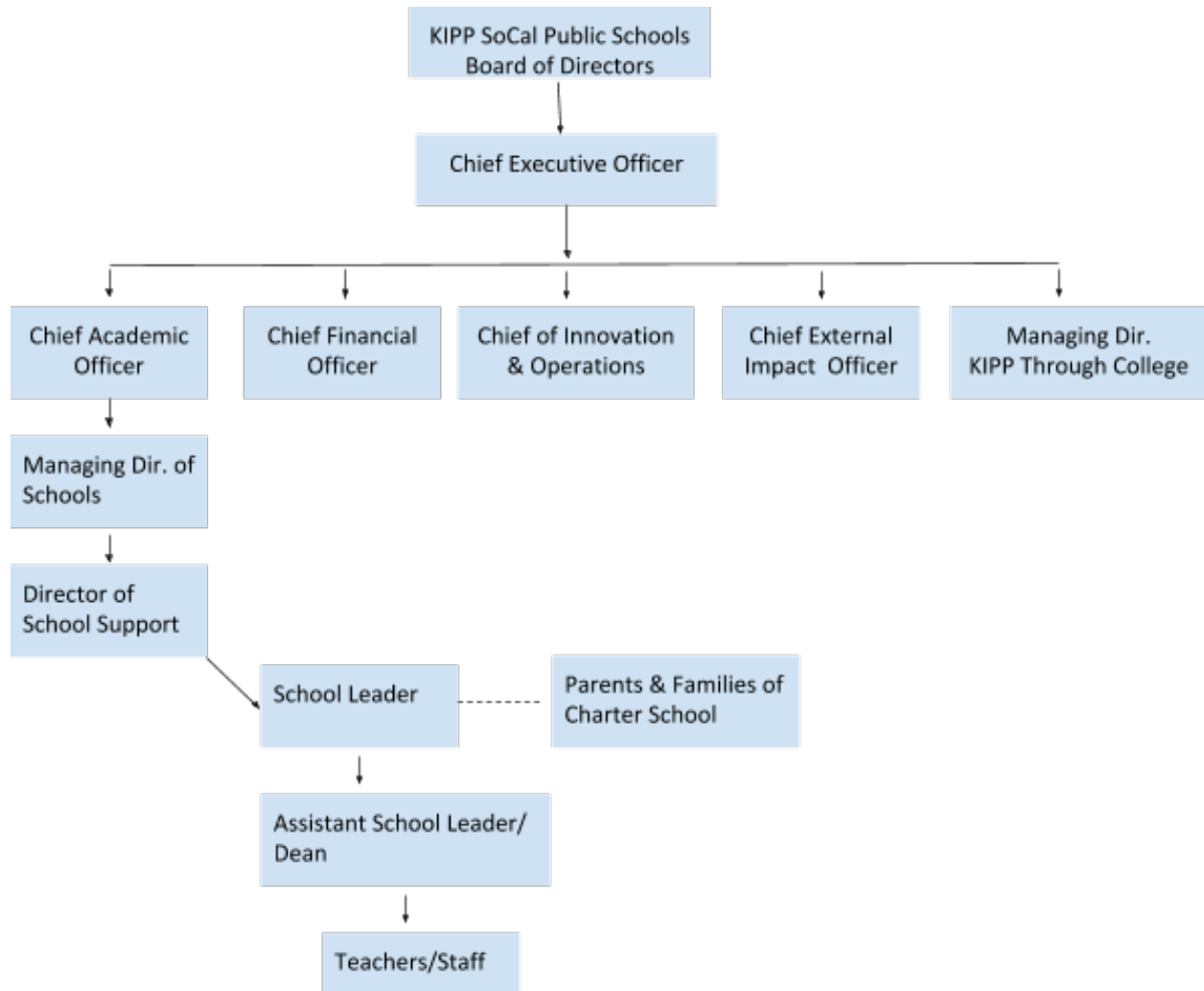
Organizational Chart

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

The governance structure of KIPP SoCal Public Schools achieves two primary objectives:

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

Figure 4.1: The Charter School Organization Chart



Role of Governing Board

Figure 4.2: Organization of Governing Board



The KIPP SoCal Public Schools Board of Directors (the “Board”) includes several standing committees, 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, SB 126, and Education Code Section 47604.1. KIPP SoCal has the following standing committees, each with three-to-four board members:

Finance Committee. The Finance Committee reviews and recommends approval of the annual operating budget to the full board; regularly reviews and monitors financial results; ensures the maintenance of an appropriate capital structure; and oversees the management of financial assets.

Governance Committee. The Governance Committee ensures the constant health and effectiveness of the full board and the work it performs for the organization. The committee focuses on evaluating the Board and the Chief Executive Officer; determining executive compensation and Board composition; and leading Board recruitment, nominating, training, and education.

Risk & Audit Committee. The Audit Committee oversees accounting and financial reporting processes, including internal controls. It will also hire a fiscal auditor and oversee the Charter School’s annual fiscal audit.

Student Discipline Committee. The Student Discipline Committee oversees due process for student suspensions and expulsions. The Student Discipline Committee is charged with reviewing the factual findings of the Administrative Panel in expulsion hearings. Upon reviewing the Administrative Panel’s findings, the Student Discipline Committee will vote on whether expulsion is appropriate. If the student’s parent or legal guardian opts to appeal the Student Discipline Committee’s decision, members of the committee will not participate in the Board of Directors’ consideration of the matter.

Real Estate Committee. The Real Estate Committee assists the Board in its oversight and fiduciary responsibilities relating to real estate development projects for KIPP SoCal Public Schools.

The KIPP SoCal Public Schools Board may also use, from time to time, ad hoc committees and advisory councils to help with specific issues or projects, such as special events, strategic planning, etc.

Ad Hoc Committees. The Board may create one or more Ad Hoc Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Ad Hoc Committee shall be by approval of the Board of Directors. Ad Hoc Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation.

Advisory Council. The Board may create an advisory council, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory council have a particular expertise or capability.

Duties of Chief Administrative Employees

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

Chief Academic Officer (“CAO”). The CAO is responsible for the academic success and management of school leadership at all KIPP SoCal Public schools. The CAO’s team manages, coaches, and supports school leaders; provides data support including the student information system and the student achievement system; and leads public grants programmatic support and compliance. The Managing Director of Student Services and the Managing Director of Schools report to the CAO.

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

Chief Operating Officer (“COO”). The COO oversees KIPP SoCal’s operations to deliver the best possible outcomes for our schools. Additionally, the COO manages information technology efforts including core infrastructure, student and teacher device support and ensures that all operational compliance is met.

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

Managing Director of KIPP Through College (“KTC”). The KTC Managing Director leads KIPP SoCal’s alumni support efforts through the regional KIPP through College team, which includes high school placement and support, college access, and college retention.

Governing Board Composition and Member Selection

Composition of KIPP SoCal Public Schools Board of Directors

The KIPP SoCal Public Schools Board of Directors is comprised of community members. The authorized number of directors on the KIPP SoCal Board shall not be less than three and not greater than 20. Directors shall hold office for three years and until their successors are appointed, or until their earlier death or resignation. 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 SoCal Public Schools seeks to have a diverse board that can provide a variety of expertise, opinions, and perspectives to help the organization continue to improve.

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

The KIPP SoCal Public Schools Board complies with SB 126 (Education Code Section 47604.1). Therefore, employees of individual charter schools within KIPP SoCal will not be disqualified from serving on the Board because of their employment status. However, if such an employee serves as a director, the employee shall abstain from voting on, influencing, or attempting to influence another director regarding all matters uniquely affecting the employee's employment.

Qualifications of KIPP SoCal Public Schools Board Members

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

- A dedication to furthering the vision and mission of KIPP SoCal Public 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
- Specific knowledge, experience, and/or interest in at least one element of governance for KIPP SoCal Public Schools

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

Board Recruiting and Selection Process

It is important that every member of the KIPP SoCal Board of Directors is focused on the needs and expectations of KIPP SoCal. We achieve this by ensuring potential candidates are invested in KIPP SoCal's mission, understand the expectations for Board participation, and have a vision for their contribution to the Board. We 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 SoCal's mission.
2. Cultivation of the prospective Board member. Ensure alignment between the needs and expectations of KIPP SoCal and the needs and expectations of the individual. This is achieved by:
 - a. Investing candidates in the mission of KIPP SoCal
 - b. Setting expectations for prospective Board members
 - c. Creating a vision for how Board membership meets the needs of both the individual and the organization
3. Board or staff member who knows the prospect will recommend the prospect to a Governance Committee member or the Chief Executive Officer.
4. The Governance Committee, a committee of KIPP SoCal's Board, reviews the prospective board member qualifications, fit, and desire to serve.
5. Chief Executive Officer and Board Governance Committee cultivates prospective Board member:
 - a. Prospective Board member receives information concerning the history and future plans of KIPP SoCal Public Schools, including the KIPP SoCal's Board handbook and annual report
 - b. Prospective Board member visits one or more KIPP SoCal's schools
 - c. Prospective Board member meets with Chief Executive Officer
 - d. Prospective Board member attends a Board meeting
 - e. Prospective Board member interviews with Governance Committee member(s)
 - f. Prospective Board member meets with member(s) of Governance Committee where requirements and responsibilities of KIPP SoCal Board are explained and agreed upon
6. Board Governance Committee presents formal recommendation to the full Board of KIPP SoCal Public Schools; Board votes on prospective candidate.
7. Board Chair meets with prospective candidate and extends offer to join KIPP SoCal Public Schools Board.

Roles and Responsibilities of KIPP SoCal Public Schools Board Members

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

1. Forward the mission of KIPP SoCal

- a. Understand and support KIPP SoCal’s mission as a unique community resource in Southern California, as well as its role in the larger KIPP movement
 - b. Serve as ambassadors and advocates for KIPP SoCal by promoting the mission within personal networks and the broader community
2. Influence strategy
- a. Review and provide feedback on both the short- and long-term goals and strategic plans of KIPP SoCal to help the organization further its mission and achieve its vision
 - b. Develop the strength of the board through assessment, recruitment, self-assessment, and training
3. Lead & Govern
- a. Be an informed and engaged stakeholder, which includes reliable attendance at Board of Directors meetings and committee meetings
 - b. Understand and comply with the regulatory and legal requirements required of a director of a public agency
 - c. Ensure that KIPP SoCal complies with state and federal regulations and upholds the mission of the charter
 - d. Approve operational policies that support the mission and goals of KIPP SoCal
 - e. Review, advise, support, and hold accountable the Chief Executive Officer of KIPP SoCal Public Schools
4. Oversee administration
- a. Approve the budget and all financial commitments over \$100,000 or any incurrence of debt in accordance with KIPP SoCal fiscal policies and procedures
 - b. Provide fiscal oversight and develop and monitor the organization’s programs and services
 - c. Ensure that KIPP SoCal Public Schools and the Charter School is compliant with internal policies and procedures
 - d. Comply with all meeting requirements and administrative functions as outlined in the charters and bylaws
 - e. Review and understand KIPP SoCal Public Schools academic performance results as compared with stated goals and similar schools
 - f. Review and approve resolutions, applications and compliance report submittals as necessary to operations
5. Participate in fundraising
- a. Actively participate in fundraising to ensure that KIPP SoCal has adequate resources to achieve its goals

Board Professional Development

To prepare each new Board member to quickly become an asset to KIPP SoCal, there is an 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 SoCal senior leadership team members
- Learn the organization, culture, mission, strategic priorities, financial health, and results
- Learn the environment in which we operate including key stakeholders (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 SoCal events and school functions.

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

Governance Procedures and Operations

Meetings of KIPP SoCal Public Schools Board of Directors

KIPP SoCal Public Schools Board of Directors and its committees hold public meetings in accordance with the Ralph M. Brown Act and SB 126 (Education Code Section 47604.1). Board members will support the mission of the school and serve on the Board voluntarily. In the conduct of meetings, the KIPP SoCal 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 will be directly linked on KIPP SoCal's website as well as the website for each individual school. Additionally, the agenda will be posted at the main entrance of each individual school and at KIPP SoCal Public Schools' offices. In the event of a special meeting of the Board, 24-hours notice must be given.

- Hold all meetings within the physical boundaries of the county in which the greatest number of KIPP SoCal Public Schools students reside.
- Set up a two-way teleconference location at each school site and resource center
- Post audio or video recordings of all Board meetings on KIPP SoCal’s website as well as the website of each individual school.
- Set aside time at each meeting for public comment on agenda and non-agenda items.
- Give members of the public requiring the use of a translator at least double the time normally allotted 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 the KIPP SoCal Public Schools website.

The KIPP SoCal Public Schools Board of Directors meets 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 SoCal Public Schools management. Meetings are aligned to the needs of the organization including mandatory deadlines to meet applicable district, state, and federal requirements. The Board Secretary is responsible for recording governing board actions.

Quorum and Voting

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

Abstention Process

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

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

Telephone and Video Meetings

Directors may participate in a meeting through the use of conference telephone or electronic video screen communication. Participation in a meeting through the use of conference telephone or electronic

video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another.

Teleconferencing may be used for all purposes during any meeting if the following are met:

- At least a quorum of the legislative body must participate from locations within the geographic boundaries of each school district in which KIPP SoCal schools are located
- Additional teleconference locations may be made available for the public
- Each teleconference location must be specifically identified in the notice and agenda of the meeting, including a full address and room number, as may be applicable
- A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video

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

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

Stakeholder Involvement

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

The School Forum is an opportunity for Board members to gain a deeper understanding of the life of our students by learning firsthand the experiences of a School Leader, teachers, students, and families. It is also a great opportunity for our School Leaders, teachers, students, and families to get to know more about our Board members. Board members who participate in the School Forum change on an annual basis.

While the School Forum is a subset of board members, who visit at least three schools a year where they speak with leadership and engage with parents, all KIPP SoCal Public Schools Board members are asked to visit at least one school. The schools are selected on a rotating schedule and vary in location, type, and size. We also dedicate a significant amount of time to parent education. Parent education covers several topics ranging from 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 offer Back to School Night, Literacy Night, Math Night, Living the College Dream, Understanding Assessments Night, and College Readiness Night.

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

Role of Parents

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

Our collaboration with parents is an indispensable part of our school. We view our parents as partners in the education of their children and seek their input regularly through our parent groups. With these groups, parents have the opportunity to be leaders in many of the Charter School’s extracurricular activities (like the winter and spring concerts), voice their ideas, attend educational workshops, and learn more about what goes on in our school.

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

Monthly opportunities for family engagement include, School Site Council, the English Learners Advisory Council, and meetings with the School Leader.

Local Control and Accountability Plan

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

Via the LCAP meeting for parents, the Charter School's LCAP will show parents how our annual goals are tied to our budget. In accordance with California Education Code 52064.1, the Charter School's LCAP will attach an annual budget overview for parents that uses understandable and accessible language.

School Site Council and English Language Advisory Council

The charter school has established a school site council (SSC) in accordance with the requirements of Education Code Section 65000. The school site council is a group of teachers, parents, and classified employees that work with the school leader to develop, review, and evaluate Title I programs and budgets. The School Site Council's major responsibilities may include:

- Develop and approve the schools Single Plan for Student Achievement and recommend it to the local governing board as required by Education Code Section 64001
- Regularly monitor and revise the school plan including expenditures and implementation
- Participate in all local, state, and federal reviews of the school's program for compliance and quality
- Annually evaluate the school's progress towards meeting school goals

The purpose of the English Language Advisory Council (ELAC) is to provide recommendations to school leadership regarding programs and services for English learner (EL) students. Recommendations should be based on student performance, parental involvement data, and other relevant data such as school attendance. These recommendations may be used by the SSC in their Single Plans for Student Achievement for the school in their LCAPs to ensure that EL students are academically successful.

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.

Employee Positions and Qualifications

The Charter School is led by co-school leaders. KIPP SoCal’s TK through eighth-grade schools employ one School Leader for elementary-school grades, and another School Leader for middle-school grades. We take this approach because we see School Leaders as instructional leaders, and elementary-school instruction and middle-school instruction require different expertise. The school leader reports to the Director of School Support, who in turn reports to the Managing Director of Schools. The Managing Director of Schools reports to the Chief Academic Officer. The co-school leaders are charged with running the Charter School and overseeing all aspects of the Charter School from academic achievement to operational compliance to family engagement.

Figure 5.1, below, outlines staff positions and minimum qualifications at the Charter School.

Figure 5.1: KIPP SoCal Public Schools Job Descriptions and Qualifications

<p>School Leadership Team (Administration)</p>
<p><i>School Leader</i></p> <p>The School Leader sets and enforces rigorous standards for student achievement that are aligned to the goals of KIPP SoCal Public Schools. The School Leader provides organizational, instructional, and operational leadership, as well as recruits and hires instructional and support staff. They also serve as a liaison between teachers, parents, and the community.</p> <p><i>Assistant School Leader/Dean</i></p> <p>The Assistant School Leader/Dean models and supports implementation of the School Leader’s vision and goals. They own the implementation of select school priorities and assume a leadership role in data-driven instruction and progress monitoring, including recommending to the School Leader what schoolwide professional development will be the highest leverage in improving student results.</p> <p><i>School Business Operations Manager</i></p> <p>The School Business Operations Manager leads all non-instructional functions of a school, allowing the School Leader and other instructional staff to drive superior student achievement. The School Business Operations Manager manages a school-based operations team, ensuring the school is in compliance with all local, district, state, and federal laws and regulations, and leading all efforts toward operational excellence, including finance and purchasing, student information and reporting, facilities, the school nutrition program, student recruitment and enrollment, emergency preparedness, and trip planning and event coordination.</p>
<p>Qualifications</p>
<ul style="list-style-type: none"> • BA required; MA preferred • For School Leader and Assistant School Leader/Dean, a minimum of three years of successful, full-time, lead-teaching experience required • Master's degree preferred for School Business Operations Manager • Minimum two years of administrative or leadership experience in a school setting required • Demonstrated success working with students from educationally underserved areas • Self-aware with a strong commitment to continuous learning • Strong written and oral communication skills • Unquestioned integrity and commitment to the mission and values of KIPP SoCal Public Schools

Classified Staff

School Operations Coordinator

The School Operations Coordinator organizes and maintains a pristine office space and environment. They also play a key role in community relations by translating and distributing school correspondence, assisting in the translation of parent meetings, and building relationships with families to keep them informed and meet their needs.

Registrar

The Registrar is the data and student information expert at the school. This person is responsible for maintaining impeccable records, assisting with seamless school operations, and supporting excellent teaching and learning by providing data to inform decisions.

School Operations Assistant

The School Operations Assistant manages student arrival and dismissal as well as ensures the school nutrition programs run smoothly and safely. This responsibility includes setting up the breakfast and/or lunch area daily and distributing meals to students, following all required procedures.

Elective Teacher

KIPP SoCal seeks dynamic educators to teach our students in such electives as Art, Music, Musical Theater, and Spanish. The Elective Teacher plans, implements, and reflects upon classroom instruction in order to realize the mission of the school. The Elective Teacher reports to and is evaluated by the School Leader.

Qualifications

- A bachelor's degree from an accredited college or university required
- High School Diploma for Operations Assistant
- Minimum two years of experience; four years preferred
- Spanish language skills are a plus for office staff
- 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 SoCal's mission and values

Certificated Staff***Core Teacher***

KIPP SoCal Public Schools seeks dynamic educators to teach our students. The primary responsibilities of a KIPP SoCal teacher are to ensure that students achieve and/or exceed grade level standards, and to provide students with a strong college-preparatory education. Other responsibilities include: delivering a high-quality, rigorous, and effective curriculum; planning, implementing, and reflecting upon all aspects of instruction in the assigned areas in order to realize the Charter School's mission; and developing in all students positive character habits centered around the Charter School's values. KIPP SoCal teachers report to and are evaluated by their school's leader.

Special Education Teacher

The Special Education Teacher will provide individualized instruction and support to students with special needs at one or more of our elementary and middle schools. The Special Education Teacher will duly report to the Director of Special Education and the school leader.

Qualifications

- Possession of a valid internship, preliminary, or clear teaching credential and/or SpEd credential required
- BA or BS required; and MA/MS preferred
- Successful full-time teaching experience serving a similar student population
- Excellent organizational, planning and implementation skills
- Relentless results-orientation and strong sense of purpose
- Ability to establish relationships and communicate effectively
- Reflective and able to execute in an efficient and effective manner
- Unquestioned integrity and commitment to the KIPP SoCal mission

Instructional Support Staff***Instructional Assistant***

The Instructional Assistant will support classroom teachers in classroom preparation and progress monitoring, including overseeing and managing small group instruction to reinforce lesson objectives.

Qualifications

- Passing score on the California Basic Skills Test (CBEST) preferred, or desire to take CBEST
- Relentless determination to do whatever it takes to help our students succeed
- Passion and deep alignment with KIPP SoCal's mission, values and culture
- Goal-driven, accountable, and reliable; strong attention to detail and follow through
- Excellent organizational, planning, and implementation skills

- Excellent written and oral communication skills
- Proficiency in Microsoft Excel, PowerPoint, Word, Access, and Outlook

Regional Support - School Success Team

School-based staff at the Charter School are supported by roles within the regional School Success Team (SST). Although not employed at the Charter School, SST members work to support all KIPP SoCal Public Schools. Key roles of school support include:

- Director of School Support
- Managing Director of Academics
- Chief Academic Officer
- Managing Director of Student Services
- Director of Mental Health and Support Services
- Director of Special Education
- Director of Human Capital
- Director of Talent Acquisition
- Director of Teaching and Learning
- General Counsel
- Director of Public Programs and Authorizer Relations

Element 6 - Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

Health, Safety and Emergency Preparedness Plan

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on 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, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting

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

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

Immunization and Health Screening Requirements

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Suicide Prevention Policy

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

The Director of Human Capital and the Human Resources Generalist serve as the custodians of records for the Charter School. The Human Resources Generalist reports to the Director of Human Capital, who reports to the Chief Financial Officer.

Promoting Health and Wellness

The Charter School ensures that the Charter School is a safe and healthy environment for teaching and learning. The Charter School promotes health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. The Charter School utilizes food services through the District. The Charter School provides a healthy breakfast, lunch and snack for its students. Revolution Foods exceeds the requirements of the Healthy, Hunger-Free Kids Act. Specifically, foods and snacks offered include whole grains, low-fat dairy, fruits, vegetables and proteins as their main ingredients. They are also lower in fat, sugar, and sodium and provide more of the nutrients our students need. As promised in Element 1, the Charter School identifies low-income students as those who are eligible to receive free or reduced price school meals.

Health and Safety

In order to provide safety for all students and staff, KIPP SoCal has adopted and implemented full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies are incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Charter School leader and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

School Safety Plan

The Charter School has adopted and adheres to a School Safety Plan, to be reviewed and updated by March 1 of every year. The Charter School's School Site Council will write and develop the School Safety Plan specifically to the needs of the school site in conjunction with law enforcement, the fire

department, and other first responder entities. The School Safety Plan will include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on campus and at school-related functions.

The School Safety Plan shall be maintained on the school site and available for the District's review on an ongoing basis.

Diabetes

The Charter School will provide an information sheet regarding type-2 diabetes to the parent or guardian of incoming seventh-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type-2 diabetes
2. A description of the risk factors and warning signs associated with type-2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type-2 diabetes should be screened for type-2 diabetes
4. A description of treatments and prevention methods of type-2 diabetes
5. A description of the different types of diabetes screening tests available

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School also adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Drug, Alcohol, and Smoke-Free Environment

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

Access to Mental Health Services

The Charter School complies with the requirements of AB 2022 (Education Code Section 49428). At least twice every school year, the Charter School will notify parents and students about how to access mental health services on campus or in the community.

Preventing Bullying

The Charter School does not tolerate behavior that infringes on the safety of any student. Therefore, in accordance with Education Code Section 234.4, the Charter School has adopted procedures for preventing acts of bullying and cyberbullying. In addition, as required by Education Code Section 32283.5, the Charter School will annually make available the California Department of Education's online training module to assist all Charter School staff, administrators, parents, students, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying.

Sexual Health Education & Prevention of Human Trafficking

The Charter School complies with the requirements of the California Healthy Youth Act (Education Code Sections 51930 through 51939). Thus, all students in grades seven and eight have the opportunity to receive a comprehensive sexual health education and information on preventing human trafficking. A comprehensive sexual health education will include, but not be limited to, giving students the knowledge and skills needed to protect themselves from HIV and other STIs.

The Charter School is also committed to informing our students' parents and guardians about ways to prevent human trafficking. To that end, the Charter School will comply with the requirements of Education Code Section 49381.

Immigration Policy

The Charter School complies with the requirements of AB 699. The Charter School has adopted policies that align with guidance issued by the California Attorney General.

Feminine Hygiene Products

Pursuant to California Education Section 35292.6, the Charter School provides free feminine hygiene products in at least 50% of its restrooms.

Element 7 - Means to Achieve Ethnic and Racial 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.

Plan to Achieve Racial and Ethnic Balance

The Charter School partners with KIPP SoCal Public Schools Student Recruitment Support Team to develop and implement an annual comprehensive student recruitment plan rooted in established national best practices for recruiting students to achieve racial and ethnic balance. The plan has been designed to ensure that outreach is targeted towards racially and ethnically diverse underserved students in the Charter School’s surrounding communities. During the interest and enrollment periods, the Charter School affirms that it will provide relevant enrollment information to inquiring families through its website, telephone hotline, and by assisting families in person, via email, or over the phone as they navigate the recruitment process and requirements.

Outreach Activities

Each year, the Charter School will implement a multi-pronged recruitment strategy that cuts across the four key areas of student recruitment that have proven to yield optimal outcomes: (1) leveraging

families and KIPP SoCal Public Schools partners; (2) community engagement; (3) creating partnerships with feeder programs; and (4) marketing, advertising, flyering, and neighborhood canvassing. Prior to submitting our charter petition, we begin our outreach efforts by first mapping community assets and meeting with key constituents. Beginning in the year preceding our opening, we will implement the marketing tactics listed below from September through mid-February. Our student recruitment practices include:

- Enlisting support from current KIPP SoCal Public Schools families to provide referrals
- Conducting open houses and providing information about enrollment at education exhibitions, community events, resource fairs, and public housing development council meetings
- Targeting the siblings of current KIPP SoCal students to enroll in the Charter School. These students and families already know the expectations and culture of KIPP and could become a base for further student recruitment
- Connecting with pre-K programs, childcare centers, and daycares to create partnerships to identify potential families and students
- Providing opportunities for families to meet with school staff and learn more about the academic program, school schedule, and other expectations
- Contacting local community leaders and businesses to assist in the recruitment effort by posting information and advertisements about the Charter School geared towards student recruitment
- Targeting community events and community organizations to build relationships and spread information about the Charter School, such as local festivals and celebrations. Community events are good places to connect with families and potential students who may be of age to attend the Charter School
- Walking the community and knocking on doors to distribute information about the Charter School. Being visible in the community is also essential so that community members meet the Charter School's 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 the Charter School. This may include newspaper (e.g., *Los Angeles Times* and *La Opinión*), bus, and radio ads (e.g., KIIS FM, Power 106, Jack FM, and José FM) as well as flyers, posters, and postcards mailed to surrounding communities
- Providing lottery interest form access online for families to expand the Charter School's applicant pool

Outreach Materials

Recruitment materials and outreach information will be available in English and any other predominant language in the community (e.g., Spanish, Korean, and Vietnamese) to best spread the word to our communities. Those conducting outreach and recruitment will speak the language used by families and community members. Recruitment materials will include information about the Charter School (e.g. the mission statement of the Charter School, pictures of KIPP students, information about the KIPP network of schools, and contact information for the Charter School) in both English and Spanish. The Charter

School's website is linked to the KIPP SoCal Public Schools website and provides extensive information about the Charter School's instructional vision, mission, goals, and values along with additional information about the KIPP national network of public charter schools. Interest forms are available online.

Maintaining Racial & Ethnic Balance

Recruiting students from the immediately surrounding community ensures that the Charter School maintains the required racial and ethnic balance. The community surrounding our site is exceptionally diverse and rich in history. We are proud to serve this community and strongly believe students with a variety of life experiences add to the learning experiences of all. Through the community we build at the Charter School, students and families learn from each other to respect different viewpoints and find commonalities in all people. The Charter School is committed to ensuring that all students and families involved with our recruitment and outreach process feel welcome and respected. This creates the foundation for a thriving school team and family.

Element 8 - Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements

The Charter School is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. In accordance with AB 699, our school's non-discrimination provision shall prohibit the Charter School from requiring a parent, legal guardian, or student to provide information regarding immigration status as part of our process for enrollment or admission.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Although the Charter School encourages parental involvement, it also notifies parents and guardians of applicant students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. The Charter School complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an interest 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 (including other forms of proof of age per Education Code Section 48002)
6. Release of Records¹³

Student Recruitment

Generally, student recruitment activities for the Charter School start in September. Throughout the student recruitment process, interested families and parents/guardians complete student interest forms and, once the interest form period has ended, enrollment paperwork (unless a lottery is held to determine enrollment). When distributing interest forms, staff and volunteers clearly explain the goals and expectations of the Charter School to families, parents and students. Follow-up meetings are scheduled and staff will respond to phone calls and emails from interested parents as quickly as possible. Other activities may include:

- Hosting open house events
- Setting canvassing dates
- Attending community events
- Doing community presentations
- Hosting enrollment workshops

Lottery Preferences & Procedures

The Charter School implements the following admissions process, including an interest period, public random drawing (“lottery”) if necessary, and official enrollment process. The process and procedures, as well as timeline, are made available to all families and community members on the Charter School’s website and in hard copy at the Charter School office. Additionally, this information is distributed, as appropriate, during the recruitment efforts described above.

Admission Preferences

The Charter School’s admission preferences are consistent with Education Code Section 47605(d). Preference in the lottery is given to the following categories of students in order:

- Students whose address of residence lies within the published boundaries of the District
- Siblings of students currently enrolled at the Charter School
- Children of KIPP SoCal Public Schools employees, except temporary employees (as long as that number does not exceed 10% of total enrollment)
- Students currently enrolled in and attending a KIPP SoCal Public School in the immediate prior grade level to the Charter School’s instructional grade level that has vacancies, who seek to

¹³ The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

enroll in the Charter School for that grade level, 20 U.S.C. section 7221i(2)(H)(ii). The Charter School is part of the network of schools affiliated with KIPP SoCal Public Schools.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

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

Interest Period

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

Lottery Proceedings

The date and time of the lottery is established each year once it is determined that a lottery is required. If a lottery is necessary for the 2020-2021 school year, KIPP Comienza has tentatively scheduled the lottery to take place on Monday, March 2, 2020 at 5:00 p.m. at our Roseberry Avenue location. 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 in advance. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms submitted by the deadline will receive preference in the automated lottery system, per the preferences outlined above.

Post-Lottery

All families who submitted an interest form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the Charter School within one week of the lottery via a letter sent to the address indicated on the interest form. The letter will indicate whether the child was admitted or waitlisted, and, if waitlisted, the number the child is on the waiting list. For students who were admitted to the Charter School, the letter will include steps the family must take and a timeline to return paperwork to enroll the child in the Charter School. The Charter School will maintain records documenting the fair execution of the lottery including the names placed into the

lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to state and county document retention requirements as applicable.

Next Steps and Procedures:

Waitlist Procedures

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be randomized accounting for the preferences listed above, by the automated lottery system. After the lottery, the waiting list will only change to accommodate the sibling preference, meaning if a family has two students on the waiting list and one is called off the waitlist and enrolls in the Charter School, the sibling's wait list number may move up as a result of the sibling now being a current student. No other changes to the waitlist will occur. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be enrolled if there is availability and the waitlist has been exhausted or placed on a wait-list if there is no space available. 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.

Refinement of Policies

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

Element 9 - Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

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)(I) and 47605(m). This audit is conducted in accordance with Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide, and verifies the accuracy of the Charter School’s financial statements (including its Balance Sheet, Income Statement, and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

The independent auditor is selected by KIPP SoCal Public Schools Board’s Audit & Risk Committee Chair, and the selection is then be approved by the Board of Directors. 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 SoCal's Chief Financial Officer and Senior Controller will work with the auditor to complete the audit.

The annual audit will be completed and forwarded to the District, the County Office of Education's Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year by the contracted auditing firm. KIPP SoCal's Chief Financial Officer and Senior Controller will ensure that the auditor sends the completed audit to all required agencies.

KIPP SoCal Public Schools' Board Audit & Risk Committee will review any audit exceptions or deficiencies with the Chief Financial Officer and the Chief Executive Officer and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 - Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

1. Was the misconduct caused by, or directly and substantially related to the student’s disability?

2. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall

inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended without the need to amend the charter so long as the amendments comport with legal requirements.¹⁴ Charter School staff shall enforce disciplinary rules and

¹⁴ KIPP SoCal will refer to the Charter School Division's Administrative Procedures to determine if the revision will constitute a material revision. As usual, we will reach out to the Charter School Division specialists for advice on the materiality of future revisions.

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's administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are also available upon request at the Charter School's office. The Charter School will ensure that the policy in the Student Handbook and the policy in the School Leadership Team's office are consistent with provisions in this petition, the District's policies/School Climate Bill of Rights and all applicable law.

Discipline Foundation Policy

Throughout the country, KIPP schools have been successful in teaching and overseeing appropriate student behavior. From initially setting expectations for behavior to consistently discussing and reinforcing what good behavior looks like, KIPP students are constantly exposed to the Charter School's values and expectations.

By acknowledging positive behavior in the classroom and encouraging students to do the same with their peers, the Charter School's teachers teach students the importance of modeling and embodying good behavior. Similarly, the Charter School's students are able to identify and explain times when they are not meeting behavior expectations. This allows for self-correction and reflection. Each teacher at the Charter School 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. Annually teachers will attend a training, provided by the school leader on school culture and climate. This is reflected in the Sample Professional Development Schedule in Table 1f above.

By using 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 options include (but are not limited to):

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade-level leaders
- Parent meetings with teachers and/or grade-level leader
- Mandatory study hall during and/or after school (with notification to parents/guardians and overseen by grade-level leader)
- Loss of incentives or privileges, such as "Fun Friday";
- 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 an opportunity for the teachers or a member of the School Leadership Team's 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, which includes the willful infliction of, or willfully causing the infliction of, physical pain on a student, will not, under any circumstances, be used as a disciplinary measure with any 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, other persons, or to prevent damage to school property.

A member of the Charter School's Leadership Team (School Leader, Assistant School Leader, or Dean) or designee (other Charter School Administrative staff member) will manage all discipline referrals; and based on the severity of the action, will handle each referral on a case-by-case basis in the best interest of students. The facts of every discipline case are always different. The policy shall be implemented uniformly, and Charter School leadership will take the individual facts of each case into consideration while determining the best course of action for students. A member of the Charter School's Leadership Team or designee 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 a member of the Charter School's Leadership Team or designee. Additionally, all referrals will be logged into Illuminate, our student information system for data monitoring.

Suspension and Expulsion Policy

The Charter School's Student Suspension and Expulsion Policy promotes learning and protects the safety and well-being of all students and staff. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Charter School'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.

No pupil shall be involuntarily removed, disenrolled, dismissed, transferred, or terminated by the Charter School for any reason unless the parent or guardian of the pupil has been provided written

notice of intent to remove, disenroll, dismiss, transfer, or terminate the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to request a hearing to challenge the involuntary removal, disenrollment, dismissal, transfer, or termination. If a parent, guardian or educational rights holder requests a hearing, the Charter School shall utilize the following procedures before the effective date of the action to involuntarily remove, disenroll, dismiss, transfer, or terminate the pupil:

1. The Charter School is to provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
2. The Charter School is to provide a hearing to be audio recorded and adjudicated by a separate hearing officer (i.e., this is a neutral officer who will facilitate, but will not be a member of the "Administrative Panel" described below) within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. A reasonably accurate and complete record of the hearing will be maintained.

If the pupil's parent, guardian, or educational rights holder requests a hearing, the pupil shall remain enrolled and shall not be involuntarily removed, disenrolled, dismissed, transferred, or terminated until the Charter School issues a final decision. This section does not apply to removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

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.

All offenses for which students must be suspended

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

Category 1 offenses require that the School Leader shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. Education Code Section ("EC") 48915(c):

1. Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. EC 48915(c)(2); 48900(a)(1); and 48900(b)

3. Unlawfully selling a controlled substance. EC 48915(c)(3); 48900(c)
4. Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in EC 48900(n); 48915(c)(4); and 48900(n)).
5. Possession of an explosive. EC 48915(c)(5); 48900(b)

All offenses for which students may be suspended

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); and 48900(a)(2)

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of “caused,” the injury is serious). EC 48900(a)(1); 48915(b)
2. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. EC 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. EC 48900(g); 48915(e)
6. Possessed or used tobacco. EC 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. EC 48900(j); 48915(e)

9. Knowingly received stolen school or private property. EC 48900(l); 48915(e)
10. Possessed an imitation firearm. EC 48900(m); 48915(e)
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. EC 48900.4; 48915(e) (Grades four through twelve inclusive)
12. Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades four through twelve inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3; 48915(e) (Grades four through twelve inclusive)
14. Made terroristic threats against school officials or school property, or both. EC 48900.7; 48915(e)
15. Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e)
17. Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. EC 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. EC 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward pupil or school personnel. EC 48900(r); 48915(e)
21. Aided or abetted the infliction of physical injury to another person (suspension only). EC 48900(t); 48915(e)

For Categories 2 and 3, the Charter School must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

All offenses for which students must be recommended for expulsion

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

Category 1 offenses require that the School Leader shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. Education Code Section (“EC”) 48915(c):

1. Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. EC 48915(c)(2); 48900(a)(1); and 48900(b)
3. Unlawfully selling a controlled substance. EC 48915(c)(3); 48900(c)
4. Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in

EC 48900(n); 48915(c)(4); and 48900(n)).

5. Possession of an explosive. EC 48915(c)(5); 48900(b)

All offenses for which students may be recommended for expulsion

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

Category 2 offenses require that the School Leader suspend and must recommend expulsion when 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); and 48900(a)(2)

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of “caused,” the injury is serious). EC 48900(a)(1); 48915(b)
2. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. EC 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. EC 48900(g); 48915(e)
6. Possessed or used tobacco. EC 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. EC 48900(j); 48915(e)
9. Knowingly received stolen school or private property. EC 48900(l); 48915(e)
10. Possessed an imitation firearm. EC 48900(m); 48915(e)

11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. EC 48900.4; 48915(e) (Grades 4 through 12 inclusive)
12. Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades 4 through 12 inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3; 48915(e) (Grades 4 through 12 inclusive)
14. Made terroristic threats against school officials or school property, or both. EC 48900.7; 48915(e)
15. Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e)
17. Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. EC 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. EC 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward pupil or school personnel. EC 48900(r); 48915(e)
21. Aided or abetted the infliction of physical injury to another person (suspension only). EC 48900(t); 48915(e)

For Categories 2 and 3, the Charter School must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

Potential Disciplinary Actions

In general, a suspension may be imposed only when other means of correction fail to bring about the proper conduct. However, with respect to the violations set forth in Education Code Section 48900, subdivisions (a)–(e)—i.e., the first five enumerated under Category 3 offenses listed above—an out-of-school suspension may be authorized for a first offense. Additionally, a suspension for any of the above-listed violations is permissible if a student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code Section 48900.5.) Expulsion for a violation of subsections (a)–(e) is permitted based upon the recommendation of the Chief Executive Officer, Chief Academic Officer, School Leader, or designee and a finding by the KIPP SoCal Public Schools Board (or the Student Discipline Committee) that the student committed the offense and that either: (a) other means are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the student's presence would cause a continuing danger to personal safety. (Education Code Section 48915(b).)

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

The Charter School provides an in-school suspension program to avoid any loss of instructional time. A student suspended from a school for any of the enumerated offenses may be assigned, by the School Leader or 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. The maximum number of days of in-school will not exceed 20 school days in any year. For pupils with an IEP, the total number of days the pupil may be suspended from school shall not exceed 10 school days .

The Charter School will view the following offenses as Category-3 offenses: (1) causing, attempting to cause, threatening to cause, or participating in act of hate violence; (2) engaging in harassment, threats, or intimidating against a pupil or group of pupils or school personnel; and (3) making terroristic threats against school officials or school property, or both. The School Leader will have discretion as to whether in-school or out-of-school suspension (or no suspension) is appropriate. In exercising discretion, the School Leader will consider whether determined course of action adequately provides safety for students, staff, and visitors to the Charter School and serve the best interests of the Charter School.

Suspension Procedures

The policies and procedures for suspension 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 shall be submitted to the District for review. The Charter School will account for suspended or expelled students in its average daily attendance

accounting as provided by law. All suspension procedures will comply with federal and state constitutional procedural and substantive due process requirements.

Authority

The School Leader or 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 his or her parent/guardian and, whenever practicable, the teacher, supervisor or school employee who referred the student to the School Leader. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her; the student shall be given the opportunity to present his or her version of events and supporting evidence, in accordance with Education Code Section 47605(b)(5)(J)(i). (EC 48911(b).)

This conference may be omitted if the School Leader or Designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or 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 this right or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (EC 48911.)

Notice to Parents/Guardians

At the time of the suspension, the School Leader or designee 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 in the native language of the student or the student's parent/guardian. (EC 48911.)

This notice shall state the specific offense committed by the student. (EC 48900.8.) In addition, the notice will state the date and time when the student may return to school, as well as information about how and to whom a student and/or guardian may appeal a suspension. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that Education Code Section 48911(f)(1) requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference

Whenever a student is suspended, Charter School administrators may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (EC 48914.) To ensure a fair and thorough process for investigating incidents and collecting evidence, the Charter School will follow all suspension regulations outlined in the Education Code, as we further elaborate below.

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 (EC 48911). Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference. (EC 48911.)

Time Limits

Absent a recommendation for expulsion, a student's single suspension period (whether in or out of school) shall not exceed five school days. As addressed in EC 48903(a), the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year. For pupils with an IEP, the total number of days the pupil may be suspended from school shall not exceed 10 school days in any year. The maximum number of days per incident that a student with an IEP can be suspended is five days.

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

Suspension Appeals

Within 10 days of receiving the notice of suspension, the parent/guardian may submit a written appeal to the Student Discipline Committee of the KIPP SoCal Public Schools Board, which is a subcommittee of the KIPP SoCal Public Schools Board of Directors. The Student Discipline Committee will conduct the suspension appeal review. The Student Discipline Committee decision is final. If the parent/guardian objects to the Committee's decision, the parent/guardian may submit a written objection which should be included in the student's discipline records if the parent/guardian so requests.

Access to Educational Materials

During the period of the suspension, the Charter School 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 SoCal Public Schools for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature and mandatory grounds for expulsion, expulsion is used only when the School Leader determines that all other behavior supports, plans, and interventions have failed to bring about proper conduct, and/or the student's presence causes a continuing danger to other students. All expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements. The policies and procedures for expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and required by law.

Authority

The KIPP SoCal Public Schools Chief Executive Officer, Chief Academic Officer, School Leader and/or Designee have the authority to make expulsion recommendations. Final action is only taken by vote after the hearing of the designated Student Discipline Committee of KIPP SoCal Public Schools Board of Directors.

Notice of Hearing

In the event that the Chief Executive Officer, the Chief Academic Officer, the School Leader recommend a student for expulsion from the Charter School, written notice to the student and parents/guardians in the native language of the student or the student's parent/guardian shall be promptly provided at least 10 calendar days before the date of the expulsion hearing. The notification shall include:

- A statement of facts, charges, and offense(s) upon which the proposed expulsion is based;
- The date, time, and location of the expulsion hearing
- A copy of the Charter School's disciplinary rules which relate to the alleged violation
- Guidance around the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- Notice of the student's right to obtain and inspect all copies of documents to be used at the hearing, and confront and question all witnesses who testify at the hearing, and question all

evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

- Notice of the obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment, if expelled
- Information about obtaining reasonable accommodations and/or language support through translated information and/or a translator

Hearing

The expulsion hearing must occur within 30 school days of the offense, unless the student and parent/guardian requests a postponement. Likewise, the hearing shall not be held fewer than 10 days following the written notification of due process rights unless the student and parent/guardian waive their rights to 10 days' notice. EC 48918.

Once the School Leader has determined that a student has committed an expellable offense, an expulsion hearing is held, in closed session, before an Administrative Panel of KIPP SoCal Public Schools. In connection with such a hearing and to effectuate an unbiased process, no School Leader or other Charter School personnel who were involved in the underlying disciplinary action shall participate in any vote by the Administrative Panel. KIPP SoCal Public School's Administrative Panel shall consist of three members. The members will include either, school administrators, school support team members (i.e., non-certificated team members from KIPP SoCal's regional office), and/or school operations personnel within the KIPP SoCal Public Schools region (i.e., non-certificated employees at KIPP SoCal schools who serve on the leadership team or as classified staff).

The student's advocate can be any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing. The student and the advocate may present evidence and arguments, question witnesses, call witnesses, and present materials to the board for consideration. A record of the hearing will be made and, if necessary, a translator will be present at the hearing. The student's parent/guardian will be given access to this record.

Record of Hearing

Pursuant to EC 48918, a record of the hearing shall be made either by electronic recording and/or stenography. A reasonably accurate and complete record of the hearing will be maintained. All documents and/or evidence presented at the hearing shall be maintained at the Charter School and school support office (which, to be clear, is not a separate entity from the Charter School office). Upon request, records may be released to the student, the student's advocate with parental authorization, or parent/guardian within a reasonable time frame. Said records shall also be provided to the KIPP SoCal Public Schools Board in the event of an appeal proceeding.

Procedures for Expulsion Hearing Involving Sexual Assault and Battery Offenses

In certain expulsion cases, the Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, only the Charter School or the neutral 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 procedures to be followed for all cases involving sexual assault and/or battery:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The 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 that the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be forewarned 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 the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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 discretion to remove a person from the hearing whom is believed to be 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.
10. 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. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the 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 10 school days after the hearing, the Administrative Panel shall submit their findings to the KIPP SoCal Public Schools Board's Student Discipline Committee. The Committee shall consist of members of the KIPP SoCal Public Schools Board. The Student Discipline Committee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no School Leader or other Charter School personnel who were involved in the underlying disciplinary action shall participate in any vote by the Student Discipline Committee thereof. Any decision made by the Student Discipline Committee to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the Administrative Panel. Any decision made by the Student Discipline

Committee to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing.

Notification to Parent(s)/Guardians(s)

Upon the KIPP SoCal Public Schools Board's Student Discipline Committee's issuance of a decision, the Chief Executive Officer or designee, will make contact with the parent(s)/guardian(s) 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) in the native language of the student or the student's parent/guardian. The notice shall advise the parent(s)/guardian(s) of their right to appeal and access to records of the proceedings.

Right to Appeal

Parents/guardians have the right to appeal expulsions to the full board of KIPP SoCal Public Schools. Members of the Student Discipline Committee will not participate with the full Board for the appeal. A parent/guardian must submit a written appeal within 10 calendar days of being informed of the Student Discipline Committee's expulsion decision. The appeal must include a statement briefly describing the reason in which the Student Discipline Committee's decision should be reversed. The appeal must be hand delivered or sent through USPS certified mail to the Hearing Officer, School Leader and/or Chief Academic Officer.

KIPP SoCal Public Schools Board review is limited to the record of proceedings held before the Administrative Panel and recommendations presented to the Student Discipline Committee. Unless evidence was improperly excluded or, in the exercise of reasonable diligence, could not be produced at the time of the expulsion hearing, no evidence other than that contained in the record of proceeding may be heard. The full Board of KIPP SoCal Public Schools, excluding the members of the Student Discipline Committee, shall review the expulsion record and make a determination as to whether the expulsion should be sustained. The decision of the Board is final. The timeline for review is 7 calendar days.

KIPP SoCal Public Schools Hearing Officer or designee will notify the parent(s)/guardian(s) of the date, time, and location of the appeal hearing in writing. The notice shall include language advising the parent(s)/guardian(s) that failure to appear at the hearing may be deemed an abandonment of the appeal by the Board. Unless otherwise excused by the KIPP SoCal Public Schools Board, failure of the appellant or parent/guardian to appear at the scheduled hearings or to pursue the appeal with diligence within the time frames established above, may be deemed an abandonment of the appeal and the KIPP SoCal Public Schools Board may dismiss the appeal.

Notification to the District

The School Leader, Hearing Officer, or Designee shall send a copy of the written notice of the decision to expel to the school district of residence. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Post-Expulsion Support

The Student Discipline Committee of the KIPP SoCal Public Schools Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent/guardian in the child's education in ways that are specified in the rehabilitation program. The specific terms of the rehabilitation plan are determined by the Administrative Panel based on the specific offense and the evidence that comes out during the expulsion hearing. Some of the terms considered include counseling and community service, with a focus on rehabilitation of the student and safety of the student, other students, and the school. All rehabilitation plans are comprised of a term of expulsion to be determined but no longer than one year from date of the offense. They also include a stay out of trouble order and requirement of demonstrating a satisfactory record of academic progress. A parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the KIPP SoCal Public Schools Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (EC 48917.) If the expulsion is upheld, the Hearing Officer will facilitate and support the family in the process of obtaining an expulsion placement.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or the Charter School shall be in the sole discretion of the Board of Directors following a meeting with the Chief Executive Officer or Designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Chief Executive Officer or Designee shall make a recommendation to the Board of Directors following the meeting regarding the determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11 - Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All Charter School staff participate in Social Security and will have the option to join a 401(k) plan. The Charter School does not participate in the State Teachers’ Retirement System or the Public Employees’ Retirement System. KIPP SoCal Public Schools’ Director of Human Capital is responsible for ensuring that appropriate and timely arrangements for coverage under Social Security and a 401(k) plan have been made.

Certificated and Classified Staff Members

In addition to Social Security, part-time and full-time certificated and classified positions can participate in a 401(k) plan. KIPP SoCal Public Schools provides 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

Element 12 - Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

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

The Charter School informs parents and students of their public-school attendance alternatives by publicizing the District’s open enrollment period. The Charter School supports families interested in learning about their enrollment options by guiding them to nearby schools.

Parents and guardians of each student enrolled in the Charter School are informed that enrollment in the Charter School provides no right to enrollment in any other school in the local educational agency, except to the extent that such a right is extended by the local educational agency.

Element 13 - Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 - Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14. Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Chief Executive Officer.
KIPP SoCal Public Schools
3601 E. First St.
Los Angeles, CA 90063

2. A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
4. If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
5. If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Chief Executive Officer
KIPP SoCal Public Schools
3601 E. First St.
Los Angeles, CA 90063

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 - Closure Procedures

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

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter. Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the

California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with

District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws. Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons (likely the CEO) responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., 401K, and federal Social Security), and the California Department

of Education of the closure and its effective date. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students, and the District with copies of all appropriate student records, and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon the Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall

be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolved with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups,

Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504

requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds,

supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, 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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

KIPP Comienza Community Prep (also referred to herein as “KIPP Comienza” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered

- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action .¹⁵

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

¹⁵ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or

participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on 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, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - 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 Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon

request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members

by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

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

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal

delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, 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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)