

KIPP Compton Community School
Charter Petition
For the term July 1, 2018- June 30, 2023

Submitted to Compton Unified School District
May 10, 2017

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Appendices

Appendix A – KIPP LA Schools Articles of Incorporation, Bylaws, Conflict of Interest Code and Draft Version of new Conflict of Interest Code

Appendix B – List of KIPP LA Schools Board members and Resumes

Appendix C – Sample Emergency Preparedness Handbook

Appendix D – Budget narrative, projected first year budget, financial projections and cash flow for the first five years of operation

Appendix E – Teacher Signature Page of meaningfully interested teachers and Resumes

Affirmations & Declaration

As the authorized lead petitioner, I, Marcia Aaron hereby certify that the information submitted in this petition for a California public charter school to be named KIPP Compton Community School (KCCS) (the “Charter School”), to be operated by KIPP Los Angeles, and to be located within the boundaries of the Compton Unified School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- KIPP Los Angeles Schools declares that it shall be deemed the exclusive public school employer of the employees of KCCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The 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.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. KIPP LA Schools will maintain all credentialing documentation that is required on file at the Regional Office. These documents are subject to periodic inspection by the Charter Authorizer. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the 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. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum number of school days.
[Ref. Title 5 California Code of Regulations Section 11960]

About KIPP LA Schools

KIPP Compton Community School (KCCS) is to be part of KIPP LA Schools (“KIPP LA”). KIPP LA operates 14 public charter schools within the Los Angeles Unified School District (“LAUSD”). KIPP LA currently serves nearly 6,000 students in transitional kindergarten through eighth grade. Additionally, KIPP LA supports approximately 1,700 alumni starting in ninth grade through senior year of college. Eighty-three percent of KIPP LA students are from low-income families, 98% are African-American or Latino, and in 2016-17, 10% qualified for special education services. Presently, 95% of KIPP LA alumni (exiting eighth graders) have graduated high school, 86% have matriculated into a college or university, and 72% continue to persist in college or have already graduated. KIPP LA is an independent California non-profit public benefit corporation that was formed in 2007 to both support and grow KIPP schools in Los Angeles. KIPP LA has also obtained 501(c)(3) tax-exempt status. KIPP LA Schools has a local governing board that oversees and governs all aspects of KIPP LA’s operations.

KIPP LA Schools’ 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, the KIPP LA team and family will serve as a model of excellence and collaborate with others to raise the quality of education in Los Angeles. Our curricula are designed to provide students a well-rounded education, with sufficient time dedicated to academics, the arts, enrichment, and physical education. KIPP LA’s educators are committed to giving students the support and motivation they need to excel in school and beyond. KIPP LA Schools is working hard to prove what is possible in public education. By promoting excellence in education throughout our schools, KIPP LA aims to prove that every child can learn and achieve at the highest levels and can ultimately succeed in college and life. In the long-term, we envision that KIPP LA will prove to be a transformative element in the Los Angeles communities we serve.

KIPP LA’s Track Record of Success

Since our first schools opened, KIPP LA has established a strong record of academic achievement. KIPP LA’s elementary schools outperform 96% of elementary schools in California and is the highest performing public charter school network in Los Angeles serving a majority of low-income students. Students at KIPP LA are expected to achieve a level of academic performance that will enable them to succeed at the nation’s best high schools and colleges. Most recently, KIPP Raices Academy (2015) and KIPP LA Prep (2016) received the National Blue Ribbon Schools award in the Exemplary High Performing Category by the U.S. Department of Education.

Element 1: Educational Program

Governing Law: 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. Education Code Section 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. Education Code Section 47605(b)(5)(A)(ii).

School Vision

KCCS is grounded in a fundamental belief that all people have the power to positively impact the lives of others. At KCCS we believe that as a result of the hard work of our students, a better tomorrow for all people is possible. Through high quality character development and rigorous teaching and learning that is critical, culturally responsive, and fosters civic empowerment, our students will be leaders who change the world. As a school community, we believe that it is our responsibility to approach teaching and learning in a way that acknowledges and actively pursues eliminating systemic inequities for all people. We acknowledge and affirm the experiences, identities, and cultures of our students in order to leverage strengths as we undertake the challenge of rigorous academics and social change. Finally, we believe that is not only our responsibility to ensure that our students are prepared to graduate from top performing universities, but also empowered to lead others in realizing social justice through public, political, and civic engagement.

School Mission

Our mission at KCCS is to acknowledge and develop academic skills, intellectual habits, and character strengths in our students so they will become confident leaders who will transform our global community in ways that are grounded in optimism and love for all humanity. Central to our mission is the belief that all students can succeed in rigorous college preparatory environments when provided with high expectations, a disciplined commitment to the intentional design and execution of literacy-rich learning experiences whereby all students are exposed to best practices in literacy instruction, extended time for learning, and access to a wide range of enriching learning experiences via ongoing experiential learning opportunities and community partnerships. A college preparatory ethos drives all aspects of KCCS from the educational program to the allocation of resources and daily scheduling.

Student Population to Be Served

KCCS seeks to serve up to 1050 students in grades K through 8 in the Compton Area. Sample projected student enrollment is shown in Figure 1 below, based on community need and facilities, there may be some variance within the grade levels. Initially, KCCS will serve TK/Kindergarten and will add two grade levels each year until it reaches full capacity in year five.

Figure 1: KCCS Projected Enrollment

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|------------------------|------------|------------|------------|------------|-------------|
| TK/Kindergarten | 120 | 120 | 120 | 120 | 120 |
| 1st Grade | | 120 | 120 | 120 | 120 |
| 2nd Grade | | | 114 | 114 | 114 |
| 3rd Grade | | | | 108 | 108 |
| 4th Grade | | | | | 103 |
| 5th Grade | | 125 | 125 | 125 | 125 |
| 6th Grade | | | 125 | 125 | 125 |
| 7th Grade | | | | 120 | 120 |
| 8th Grade | | | | | 115 |
| Total | 120 | 365 | 604 | 832 | 1050 |

As a public school, KCCS will be tuition-free and will admit any elementary to middle school-age student regardless of ethnic, socioeconomic, or religious background. KCCS will work in tandem with parents, community members, and the Compton Unified School District to realize the mission of the Charter School. Although the school will be open to any student, KCCS will target academically underserved students in Compton and surrounding areas.

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

School Character Traits

In order for the students to realize the mission of KCCS, character building will be integrated into the curriculum. The character building will be built around eight of the twenty-four character strengths identified by Seligman & Peterson in their research. These eight character strengths are: Integrity, Grit, Zest, Curiosity, Self- Control, Gratitude, Love, and Optimism. The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the eight character strengths as key vocabulary. These reflective and honest conversations between members of the KCCS community will lead to students matriculating from KCCS as self-aware individuals, that 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 strength means and what it looks like. At KCCS, character

instruction permeates every subject and part of the daily schedule; teachers will weave the character strengths into their direct instruction in every lesson.

- Integrity: Being someone that is true to your word and trustworthy, because as a person you own up to your mistakes and continuously follow through on your promises.
- Grit: Having tremendous tenacity and never letting up, even in the face of challenges.
- Zest: Bringing a vibrant energy to new endeavors.
- Curiosity: It is not about knowing all the answers; it is about knowing how to *find* the answers.
- Self-Control: Understanding that we cannot have everything we want all the time. Also, when one demonstrates self-control they understand that they share this world with others, and give others and opportunity to share. Gratitude: Appreciating others for all that they bring to the world.
- Love: Caring for others and the world, by being an empathetic individual that seeks to help others.
- Optimism: When things are hard (whether academically or emotionally), to be hopeful that things will improve. This optimism will also tie greatly into grit, because often when we show grit in the present moment the future is filled with hope.

Charter School Instructional Vision

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

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

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

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

KIPP LA's Five Pillars

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

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

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

HIGHLY SKILLED TEACHERS & LEADERS: Great schools require great teachers and school leaders. We empower our school teams and invest in leadership and training rather than in bureaucracy.

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

KIPP THROUGH COLLEGE: Our counselors and advisors support students as they prepare for and select the right college for their needs and interests. After high school, we help KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

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

Implementing the highest-quality instructional program is paramount to KIPP LA's track record of success. At KCCS, high-quality instruction is CCSS and Next Generation Science Standards-based, with an emphasis on character and academic skills, and is explicitly tied to the Charter School's mission of preparing students in Compton for success in college and in life.

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school wide policies regarding curriculum, assessment, staff collegiality, and community involvement¹. Instruction cannot be emphasized enough; it is also important that schools focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them. Tony Wagner, a researcher from Harvard University, has done just that. Through interviews with senior executives and college admissions counselors, he determined what the seven survival skills are for workforce readiness². Therefore, to truly prepare our students to become 21st century educated persons, we must focus on these seven skills.

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

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

³ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than

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 been founded with a dual purpose of cultivating both sets of skills. In the words of David Levin, KIPP co-founder “the experiences of KIPP Academy New York and KIPP Academy Houston have taught us that academics without character are useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives.” By teaching academic and character skills in tandem, it is KCCS’s objective to enable students to become self-motivated, competent, lifelong learners who are 21st century educated persons.

How Learning Best Occurs

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

1. **Quality Instruction is Standards Based.**
KCCS has correlated its curriculum objectives to the CCSS, NGSS, and other applicable state content standards. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The Charter School’s expectation is to accelerate student learning to ensure that mastery of Common Core standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they will encounter in middle school and high school honors and advanced placement programs.
2. **Quality Instruction is Data Driven.**
All instructional decisions at KCCS are anchored in student data. Teachers begin by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers identify formal and informal ways to collect data about student understanding; teachers use this data to adjust scaffolds, pacing and student grouping. Teachers analyze student data during grade-level meetings and professional development to inform practice. The School Leader uses student data to drive observations, feedback and teacher development.
3. **Quality Instruction is Differentiated.**
Students process material in a variety of ways. Thus, teachers at KCCS continuously work together to enhance student learning by sharing, developing, and refining effective teaching

strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students whose needs have not been met through traditional teaching methods benefit from supplemental, direct instruction, small group work, workshop, call and response, hands-on learning, chanting, role playing, team teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques.

4. **Quality Instruction is Culturally Relevant and Responsive to Students.**

KCCS combines the CCSS with the pedagogies that have proven successful in established KIPP LA schools. While it is important that teachers ensure students are mastering standards, it is vital for teachers to create a learning environment as well as provide students with opportunities to learn skills and content in meaningful ways, KCCS defines culture as a necessary dimension towards academic achievement. Therefore, it is incumbent upon the staff of KCCS to truly understand the cultural values, beliefs, customs, and ideas of the students that attend their school. By doing so, teachers can make informed decisions about how to help students connect what they are learning to what they already know by, for example, selecting texts for Read Alouds that feature characters who come from similar backgrounds as their students. Culturally relevant pedagogy also seeks to build a positive self-concept within students by valuing a student's background; at KCCS, a culturally responsive curriculum will also ensure that students have a sense of pride in their background and their community and understand how realizing their goals and dreams will positively impact and support the community they live in.

5. **Quality Instruction is Innovative.**

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

KIPP Through College

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

The mission of KIPP Through College is to empower KIPP LA alumni to continue to use their KIPP-learned intellectual habits, knowledge, and character traits in their current school and in life to attend and complete college as well as improve their communities. The fundamental goal of the KIPP Through College program is to ensure that more than 80 percent of KIPP LA alumni go on to college and become

successful in life. Our KIPP Through College program offers a range of services to KIPP LA's alumni. Our services are provided in three major areas:

In middle school:

The KIPP Through College program begins by assisting KIPP LA students and their families with the high school placement process. Beginning in fifth grade, KIPP LA families know the crucial role middle school plays in their child's trajectory to and through college. For families who did not attend a KIPP elementary school, they are introduced to KTC during the Parent Academy in the summer before 5th grade. High School Placement advisors work closely with students and families to assist them during the high school application and admission process, with the aim of identifying the college preparatory high school that best fits each student's individual strengths and interests.

In high school:

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

In college:

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

Creating Self-Motivated, Competent, Lifelong Learners

KCCS students will leave eighth grade with the literacy, critical-thinking, and problem solving skills to realize their full potential. They will have grown from five year olds who are new to school, to thirteen year olds who not only engage in powerful Socratic Seminar discussions, but also tackle challenges with grit and zest and constantly find ways to make their world a better place. to nine year olds who believe in themselves and have built the foundation on which they will grow and continue to grow as learners and citizens. While at KCCS our students gain an academic foundation, access to enriched learning experiences, and a supportive community of classmates and teachers to motivate and push them every step of the way.

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

For students to realize the mission of KCCS, we must focus on character building and values. KCCS's values are Courage, Love and Honor. Our goal is for all students to embody and demonstrate the KCCS values daily. In the classroom, teachers teach the values through "who we are" (embody) and "what we do" (demonstrate). Our values provide a shared language that students, teachers and families will infuse and connect to daily. As a school, KCCS will nurture and aid in forming student self-concepts so students can develop a sense of personal responsibility and become advocates for themselves and their communities. As the Charter School grows to be a full K through 8, the Co-School Leaders will adjust the school values to appropriately meet the ages of all students attending. The School Leaders are charged with running the school and overseeing all aspects of the school from academic achievement to operational compliance to family engagement. One School Leader will be charged with leading grades k-4 and the other grades 5-8

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

Every Monday, KCCS comes together for KCCS, 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 Co-School Leader as a reward.)

The KCCS school values are highlighted in the following ways:

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

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

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

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

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

Outcomes and Assessments Aligned with the State Priorities

KCCS’ school-wide and subgroup goals, actions, and student outcomes and performance targets are aligned to the state’s priorities in accordance with Education Code Section 47605(b)(5)(A)(ii) and 47605(b)(5)(B). We will carefully set ambitious goals and outcomes for our teachers and students with the ultimate goal of preparing them for success once they leave KCCS. These goals and targets are outlined in Figure 2.

Figure 2: LCFF Provisions

| Goals, Actions, and Outcomes in the State Priorities | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|
| Goal #1 | | | | | | | | | |
| All students, including subgroups unduplicated students, and students with exceptional needs will achieve academically. | Related State Priorities: <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Specific Annual Actions to Achieve Goals | | | | | | | | | |
| Teachers will use data such as interim assessments to tailor and guide instruction | | | | | | | | | |

- Blended learning model ensures daily intervention and acceleration is available
- Professional development (“PD”) and on-going coaching for teachers using KIPP Framework for Excellent Teaching and CCSS training
- Tutoring after school during study hall
- California English Language Development Test (“CELDT”) data will be accurate and shared with teachers.
- EL students will receive small group instructional support to support their language development
- Teachers will use previous MAP scores to create targeted instruction for each student
- Ensuring high-quality instruction and targeted support.
- Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring

Expected Annual Measurable Outcomes

Outcome #1: Increase number of students who meet or exceed the growth target in English Language Arts as defined by the state.

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

| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------------------------------------------|-----------|-----------|---------------|----------------------------|----------------------------|----------------------------|
| All Students in 3 rd – 8 th grades | 2019-2020 | N/A | Baseline Year | State required proficiency | State required proficiency | State required proficiency |

Outcome #2: Increase number of students who meet or exceed the growth target 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 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-------------------------------------------------------|-----------|-----------|---------------|----------------------------|----------------------------|----------------------------|
| All Students 3 rd – 8 th grades | 2019-2020 | N/A | Baseline Year | State required proficiency | State required proficiency | State required proficiency |

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

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

| Applicable | Baseline | 2018- | 2019- | 2020- | 2021- | 2022- |
|------------|----------|-------|-------|-------|-------|-------|
|------------|----------|-------|-------|-------|-------|-------|

| | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|---|---|---|---|---|---|---|---|
| Student Groups | | 2019 | 2020 | 2021 | 2022 | 2023 | | | | | | | | |
| English Learners | 2019-2020 | N/A | Baseline Year | State required proficiency | State required proficiency | State required proficiency | | | | | | | | |
| <p>Outcome #4: The percentage of Kindergarten – second grade students who will meet or exceed their individualized growth goals set by the national norm on the NWEA test will be 50%</p> <p>Metric/Method for measuring: MAP scores.</p> | | | | | | | | | | | | | | |
| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | | | | | | | | |
| All Kindergarten – Second grade students (School Wide) | 2019-2020 | N/A | 50% of students | 50% of students | 50% of students | 50% of students | | | | | | | | |
| Goal #2 | | | | | | | | | | | | | | |
| <p>Support parent involvement by providing opportunities to provide input and participate in programs, pupil engagement by maintaining high school attendance rates and low dropout rates, and school climate by maintaining low pupil suspension rates.</p> | | | | <p>Related State Priorities:</p> <table border="1" style="display: inline-table;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table> | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | |
| Specific Annual Actions to Achieve Goals | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> · Families will be given our calendar of events at the beginning of the school year. · Parents will be notified of Parent meetings date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance · Use a tiered behavior system to ensure school safety and promote positive school climate · Add personnel to support the increase of students | | | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | | | | | | | | | |
| Outcome #5: KCCS will provide 1 back to school night, 2-week long parent-teacher conference opportunities, at least 3 | | | | | | | | | | | | | | |

| family engagement meetings, and parent leadership opportunities, like monthly parent action committee meetings Metric/Method for measuring: Parent attendance at parent meetings, Sign –in sheets, other engagement indicators | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (School Wide) | | 8 Opportunities listed above | 8 Opportunities listed above | 8 Opportunities listed above | 8 Opportunities listed above | 8 Opportunities listed above |
| Outcome #6: Suspension rate will not exceed 2% | | | | | | |
| Metric/Method for measuring: Suspension rate (unduplicated pupils) | | | | | | |
| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (School Wide) | | <2% suspension rate | <2% suspension rate | <2% suspension rate | <2% suspension rate | <2% suspension rate |
| Outcome #7: Expulsion rate will not exceed 1% | | | | | | |
| Metric/Method for measuring: Expulsion rate (unduplicated pupils) | | | | | | |
| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (School Wide) | | <1% expulsion rate | <1% expulsion rate | <1% expulsion rate | <1% expulsion rate | <1% expulsion rate |
| Outcome #8: Greater than 70% of students will feel safe at school. | | | | | | |
| Metric/Method for measuring: “I feel safe at school” as a 4 or better as measured by a Region wide Survey | | | | | | |
| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (School Wide) | | > 70% | > 70% | > 70% | > 70% | > 70% |
| Outcome #9: Sustain an Average Daily Attendance (“ADA”) rate of 95% ADA . | | | | | | |

| Metric/Method for measuring: Average Daily Attendance Rate | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|---|---|---|---|---|---|---|---|
| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | | | | | | | | |
| All Students | | >95% ADA | >95% ADA | >95% ADA | >95% ADA | >95% ADA | | | | | | | | |
| Outcome #10: Sustain a 10% or less chronically absentee rate and the Middle School dropout rate for students attending CA public high schools will not exceed 2% | | | | | | | | | | | | | | |
| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | | | | | | | | |
| All Students (School Wide) | | <10% chronic absentee rate; <22% dropout rate | <10% chronic absentee rate; <2% dropout rate | <10% chronic absentee rate; <2% dropout rate | <10% chronic absentee rate; <2% dropout rate | <10% chronic absentee rate; <2% dropout rate | | | | | | | | |
| Goal # 3 | | | | | | | | | | | | | | |
| Ensure that 100% of teachers are appropriately credentialed and assigned, implement the CCSS, NGSS, and other applicable content standards, provide access to a broad course of study, and ensure facilities are maintained in good repair. | | | | Related State Priorities: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table> | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | |
| Specific Annual Actions to Achieve Goals | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> · Annual Teacher recruitment and comprehensive interview process · Hiring of credentialed teachers and ensuring proper placement · Supporting teachers with transfer of credentials for from out of state · Purchase educational supplies and materials purchased that are aligned to the CCSS, NGSS, and other applicable state content standards. · Ensure that all metrics of the School Accountability Report Card (“SARC”) pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits. · Maintain a space that is conducive to learning. · All students, including English learners will have lesson plans and assessments that are aligned to the CCSS, NGSS, and other applicable state content standards. · Teachers will participate in PD throughout the year as a region and at the school level in the implementation of | | | | | | | | | | | | | | |

- standards. Topics will include strategies for EL’s
- Track attendance records for all scheduled professional development pertaining implementation of state standards provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.
- Programmatic planning and scheduling: the Charter School will insure the schedule allows enough time for all students to engage in listed courses.
- Hiring of credentialed teachers to teach enrichments:
- The Charter School will create budget that supports the hiring of needed teachers to offer courses to all students

Expected Annual Measurable Outcomes

Outcome #11: All core teachers are appropriately credentialed and assigned for the course they are teaching

Metric/Method for measuring: Number of teachers who are credentialed

| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------------|----------|----------------|----------------|----------------|----------------|----------------|
| All Students (School Wide) | | 100% compliant | 100% compliant | 100% compliant | 100% compliant | 100% compliant |

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

Metric/Method for measuring: Number of books and software licenses

| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| English Learners | | 100 % of students will have access to standards-aligned materials. | 100 % of students will have access to standards-aligned materials. | 100 % of students will have access to standards-aligned materials. | 100 % of students will have access to standards-aligned materials. | 100 % of students will have access to standards-aligned materials. |

Outcome #13: All teachers will attend training on CCSS. Training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency

Metric/Method for measuring: Amount of training teachers receive on the Common Core State Standards.

| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| All Students (School Wide) | | 100% of teachers will be trained to implement CCSS. | 100% of teachers will be trained to implement CCSS. | 100% of teachers will be trained to implement CCSS. | 100% of teachers will be trained to implement CCSS. | 100% of teachers will be trained to implement CCSS. |
| <p>Outcome #14: All students will have access to electives such as Art, Engineering and Coding, Science, and PE in addition to ELA and math during a school year</p> <p>Metric/Method for measuring: Number of students who have had access to identified courses</p> | | | | | | |
| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All students (School Wide) | | 100% of students will have access to elective course | 100% of students will have access to elective course | 100% of students will have access to elective course | 100% of students will have access to elective course | 100% of students will have access to elective course |
| <p>Outcome #15: Ensure that our facility is at "good repair" or better as measured by SARC</p> <p>Metric/Method for measuring: SARC results</p> | | | | | | |
| Applicable Student Groups | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students | | 100 % of students will have access to facilities maintained in good repair. | 100 % of students will have access to facilities maintained in good repair. | 100 % of students will have access to facilities maintained in good repair. | 100 % of students will have access to facilities maintained in good repair. | 100 % of students will have access to facilities maintained in good repair. |

KIPP LA's Six Essential Questions

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

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

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

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

Instructional Design

KCCS offers a rigorous standards-based instructional program that creates a strong academic foundation on which students can build to be successful in the future. Our teachers create and implement a wide variety of curricular resources to ensure that our students have access to the most rigorous content available. The Charter School's program nurtures well-rounded critical thinkers who love learning, while preparing them to master the NGSS, state content standards, and CCSS through engaging, authentic work. Beyond focusing on student performance at or above grade-level in reading and mathematics, KCCS students are preparing to be artists, scientists, authors, athletes, and agents of change who develop projects that will impact the local and global community.

KCCS's curriculum will be designed specifically to meet the needs of our students, ensure that they are at or above grade level in all core subject areas and help them ultimately reach the goal of college graduation. To do so, our team will research the best curricular programs we can find and picks and chooses the best aspects of those programs to infuse into our academic program. We have focused extensively on integrating our blended learning model into our ELA and Math instruction time, which has greatly enhanced our ability to reach all learners in small and large group settings, as well as carry out any Individualized Learning Plans ("ILP").

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

- Hook/Motivation

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

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

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

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

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

Curriculum and Instruction

KIPP school leaders are allowed to independently make curriculum decisions for the best interest of their students. Therefore, KCCS retains the right to select appropriate research-based curricula that may include, but are not limited to, the instructional programs in the Figure 3 below.

Figure 3: KCCS Instructional Programs

Lower School:

| | |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |
| Math | enVisionMath® California 2008 Investigations, TERC® 2006 Singapore Math Eureka Math ST Math |
| Science | Full Option Science System (FOSS) Science and Technology for Children® (STC) Houghton Mifflin Science |
| Social Studies | Teacher created materials |

Upper School:

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

KCCS has selected each of these instructional programs due to its comprehensive nature and correlation to the California Common Core Standards for ELA and Math, the Next Generation Science Standards, and California content standards for 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 KCCS will serve.

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

In addition to the materials listed above, KCCS plans to incorporate standards-based online learning programs to supplement instruction in core subjects. Through rigorous and engaging online content such as (but not limited to) Dreambox Learning, ST Math, Accelerated Reader, or Achieve3000, students will be able to access individualized instruction at their level to practice what they’ve learned in class and strengthen their 21st century computer literacy skills through sustained daily usage of computer hardware and software. When selecting online learning content, the Co-School Leaders will consider academic rigor, student engagement, and program alignment to the Common Core State Standards.

KCCS teachers will follow the basic guidelines of the instructional programs’ scope and sequencing, but will supplement and reorganize the curriculum as needed to meet the needs of their students based upon assessment information. While the units of study provide structure, the Common Core standards will guide the decision-making and instruction. For example, the teachers may elect to introduce a standard earlier in the year than it is introduced in a particular textbook or curriculum to ensure the students have more time to master that standard. KCCS will further enhance these programs by aligning and supplementing activities based on assessment data and innovative strategies, such as an accelerated curriculum at the kindergarten level.

In addition to the selected instructional programs, teachers will use a variety of supplemental materials and frameworks to reinforce and enhance mastery of the content standards as designed in the core subject scope and sequences. Teachers will utilize supplemental resources that may include those listed in Figure 4 below.

Figure 4: Supplemental Instruction Resources

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

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

| | |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| (for stages 1 – 2 of the California Language Learning Curriculum) | |
| Engineering is Elementary | -All K – 8 Technology content standards |
| English-Language Arts Schools Framework | -All K – 8 English Language Arts standards strands |
| English Language Development Framework | -All K – 8 English Language Development standards strands |
| Mathematics Content Standards Framework | -All K – 8 Mathematics standards strands |
| Physical Education Framework | -All K – 8 Physical Education content standards strands |
| Visual and Performing Arts Framework | -All K – 8 Music and Visual Arts content standards strands |
| Science Framework | -All K – 8 Science content standards strands |
| History-Social Science Framework | -All K – 8 Social Studies content standards strands |
| SpringBoard (ELA and Math) | -All 6-8 English Language Arts content standards strands -All 6-8 Mathematics content standards strands |

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

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

Innovation and Technology

KCCS implements an innovative and evolving rotational blended learning model in math and ELA in kindergarten through fourth grade which provides students with access to rigorous adaptive software programs, engaging independent work, and targeted small group instruction. Students divide into

homogeneous groups by skill level and rotate among stations that are targeted to specific standards and informed by recent assessment data and teacher understanding of student needs. Unlike the highly structured rotations at some KIPP LA schools, rotations at KCCS are more ad hoc based on each student's progress and work. For example, after a mini lesson in a small group, the teacher may assign each student a quick "do now" activity to demonstrate mastery. Each student conferences with the teacher to talk through their "do now." Once a student has successfully completed the "do now," the teacher will dismiss him or her to move on to the computer-based software or more independent work. By customizing rotations for each student's needs, our teachers can ensure that each student is getting the real-time assistance he or she needs and increasing the impact of face-to-face instruction.

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

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

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

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

By fourth grade, our students will develop technological competency. Students will show mastery by giving oral presentations, using Keynote or PowerPoint, about a topic they researched or a personal experience. In addition, KCCS students will learn to type and publish final drafts of their written work

using Google documents, become adept at using Internet search engines, and prepare presentations to share their best work with their peers.

Intervention

At KCCS we want everyone to succeed and be on or above grade level at the end of the school year. To ensure this happens, analyzing student achievement data is paramount as this data helps us create intervention groups using the Responsive to Intervention approach. Our Intervention Program, led by full time teachers, targets reading, technology, and differentiation. For our reading intervention, intervention teachers support students by providing more opportunities to read at their level and scaffold whole group lessons to meet the needs of these students. In regard to technology, the Intervention Team analyzes school-wide technology reports to identify students who need guidance with using our adaptive software effectively during independent work time. As a school, we have committed our time and resources to this structure, and we want to ensure that it is working for students who need the extra push during independent time. Lastly, in terms of differentiation, teachers differentiate lesson plans with small groups to meet the specific needs of these groups during phonics and guided reading. Teachers gain a deep understanding of individual student needs and create a roadmap to differentiate instruction.

If a student is not making the expected academic gains, an All Students Can Learn meeting will be scheduled. In this meeting, multiple stakeholders will come together to review concerns, strategies to implement, and brainstorm further interventions.

Enrichment

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

Core Components of Educational Program

English-Language Arts and Writing

Literacy is the focal point of all instruction at KCCS, as we acknowledge its fundamental importance in every academic discipline and life. To promote literacy, our English-Language Arts program provides a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. The Common Core State Standards for English Language Arts will drive literacy instruction and teachers will use the Core Knowledge curriculum as an instructional resource. Moreover, all classrooms beginning in first grade will run a Reader's Workshop model that will consist of independent reading, reading conferences, guided reading, and mini-lessons. We will use Core Knowledge a primary source for reading instruction and we will enhance our literacy program with a variety of novels, children's books, and poetry. The majority of instruction will be differentiated and occur in both homogeneous and heterogeneous groupings by reading level and skill level. For example, students may be grouped during guided reading to review the comprehension skill drawing conclusions and experience the lesson with classmates of differing reading levels.

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

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

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

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

KCCS will use a Writer's Workshop model for writing instruction. As an instructional resource and base, teachers will use the 6+ 1 Trait® writing framework developed by teachers across the country along with the Lucy Calkins Units of Study. Grade levels will follow a school-wide genre scope and sequence as well

as grade level standards to ensure that students are becoming strong independent and creative writers as well as master the Common Core State Standards.

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

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

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

Writing in Upper School

Writing effectively is an essential skill all students must have to realize the Charter School's mission thus a separate writing time is embedded within the fiction and nonfiction blocks each day. During this time, teachers use various approaches to develop students' writing skills. Authentic literature paired with the Units of Study for Writing (Teachers College Reading and Writing Project), an instructional program selected for KCCS used in grades five through eight, is supplemented with a variety of articles and other texts that enhance the program. The Units of Study for Writing are designed to:

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

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

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

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

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

English Language Development

KCCS will comply with all federal, state, and judicial mandates for English Learners. Given the demographics of the Compton Unified School District, KCCS expects that a significant number of our students will be classified as English Learners. The Charter School is dedicated to providing these students with an exceptional education and transitioning them into English proficiency through the use of the Charter School's services and teaching methods. All new students who are identified as English Learners will take the CELDT each year by the end of October and all current EL students will take an annual ELPAC assessment in the spring. The Charter School also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum, enrichment programs, and life-skills curriculum.

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

Teachers at KCCS will use the English Language Development standards set forth by the California Department of Education, and in alignment with the Common Core State Standards, to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers in alignment with KIPP LA's and KCCS's English Learner Master Plan. All instruction will be in English; however, there may be times when primary language support will be provided to students.

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

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

In addition to the structured English immersion modifications teachers make in their mainstream classes within KCCS’s extended day schedule, there will be ample time that can be used for additional intensive English language instruction during small group and workshop time. The Charter School will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Examples of instructional models that may be employed with ELs students at KCCS:

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

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

Beyond using the CELDT to monitor students' English language development, KCCS team members will use the CCSS for English Language Arts to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information will particularly guide the teachers in differentiating instruction in order to adjust the levels of questioning for English Learners who are not progressing through the English language development levels. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used to support these students in gaining higher levels of English proficiency:

- Workshop focused on English Language development skills such as vocabulary development, oral language skills, comprehension skills;
- Small group work to lower the affective filter and target specific areas of growth;
- Using Instructional Assistants to target specific needs;
- Increasing collaborative time to increase the amount of interaction spoken in English;
- Pre-teaching content vocabulary and frontloading concepts;
- Echo reading and choral reading;
- Focusing on the development of Cognitive Academic Language Proficiency ("CALP") beyond Basic
- Interpersonal Communicative Skills ("BICS");
- Offering at-home development support;
- Tutoring;
- Using technology for literacy support that has proven successful with English Learners; and
- Offering service-learning opportunities to increase real world experiences and personal connections.

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

Mathematics

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

Students at KCCS will benefit from the daily classroom instruction in math as well as Calendar Math meetings (in developmentally-appropriate grades), and workshop time in which students spend time at standards-based stations. Some days these workshops will be homogeneously grouped to target the specific areas of growth, while on others they will be heterogeneously grouped. Homogenous grouping will be fluid and will be used as an intervention strategy for those students needing support. Our math program draws from a variety of resources, including textbooks, critical thinking activities, and math

manipulatives. In each grade level students will learn the fundamentals of each math strand including number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning.

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

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

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

How will professional development be delivered?

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

Science

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

KCCS will be using a variety of standards-aligned programs as a tool in ensuring mastery of the Next Generation Science Standards. The primary instructional resource for lower school science will be Houghton Mifflin Science. In addition, KCCS will use Science and Technology for Children (“STC”) modules, supplemented by Full Option Science System (“FOSS”) modules correlated to the Next Generation Science Standards as an instructional tool and resource. Both curricula offer an inquiry-based approach to science that allows students to conceptualize questions and work to find a possible explanation that responds to that question. Students are guided through meaning and concept construction through various engaging activities that are both learner-centered and hands-on. STC was developed by the National Science Resources Center, which also supports FOSS as a science curriculum for elementary students. STC offers modules in technology as well as in life, physical and earth science. FOSS is a research-based science curriculum that was developed by the Lawrence Hall of Science at the University of California, Berkeley.

The KCCS teaching staff will use STC and FOSS as a resource as they design engaging and rigorous lesson plans informed by the scientific method. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curricula as needed. All science units will teach skills and content through an investigation and experimentation approach formalized by the scientific method and rooted in an inquiry-based model.

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

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

Social Studies (2-4th grade)

KCCS students will become leaders who will ignite transformative change in thought and action for their community. To help bolster that goal, KCCS 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, KCCS students will analyze and evaluate how their identity as students of color fits within the social, political, and urban structures of Los Angeles County, California, and the United States. We believe knowledge is power and that self-love and the knowledge and understanding of their roots will give our students sustained courage to be leaders. In Social Studies, students will be asked to demonstrate their learning in academically and socially powerful ways that will prepare them to graduate from college and lead change in communities around them.

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

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

In third grade, students will geographically and conceptually broaden their knowledge of their community by continuing to build their social awareness in the context of the state where they reside. Students will have conversations about how existing state institutions affect immigration, labor, and people of color. Students will be asked questions like, "How are people being treated?" and "Who is a citizen of this land?" Third graders will learn how immigration has shaped the economy and had an impact on social behaviors.

In fourth grade, students will continue to develop self-identity, deepening their thought process as they engage with Social Studies and ponder their own development. They will use what they have learned to create a well-rounded understanding of who they are becoming. They will begin to analyze aspects of identity as constants and variables. They will move into a deeper study of the Chicano Movement, going from the high school and immigration issues of the 1960s, to the current college-level struggles such as the DREAM Act and the actions students continue to make. Students will expand their understanding of their place in the world as they broaden their learning to the international scene, noticing how citizens and governments interact and influence each other.

Students will be equipped with the tools and knowledge to complete culminating projects revolving around the enduring understandings. Students will work both individually and in groups to demonstrate knowledge on concepts, while also building skills when working collaboratively. Differentiation in the classroom will come in the form of readings at different levels, multiple sentence frames, pushing student thinking, and making thinking visible from the struggling to the strongest students.

Social Studies in Upper School

In order to become agents of change who will positively impact the community, developing a strong sense of history and social, economic, and political trends over time is essential. During their time at KCCS, the students develop their historical and social sciences analysis skills through developing the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, point of view, and historical interpretation. Lesson plans will be developed with an eye towards mastery of the Common Core State Standards and California Content Standards for History-Social Science.

Social studies instruction utilizes a textbook and document-based approach (“DBQ”) combined with exploration using regalia, primary and secondary resources, as well as watching media clips that bring certain topics to life for the students. Students have the opportunity to conduct research and seek resources to deepen their knowledge based on a particular topic. Based on assessment data, the teachers may elect to modify the pacing or supplement the chosen curriculum as needed. The teachers work collaboratively to order the curriculum for connections to be made across the disciplines.

In accordance with the Common Core State Standards and California State Content Standards for History-Social Science, the curriculum for 5th through 8th grades will be organized around the broad topics listed below by grade level (and based on the titles of the selected History Alive texts). Encompassed within the broad theme for each grade are all state standards that build upon prior knowledge, intertwine geography instruction, and deepen student’s understanding of our world and how it has come to be. Outlined below are the broad instructional themes for each grade level.

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

Non-Core Areas of Instruction

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

Values-Based Lessons Lower School

To ensure students develop academic skills as well as character skills, KCCS students will engage in instructional time focused on strengthening their character. In addition to the shared primary values across the Charter School, each classroom will focus on the development of virtues and character strengths in accordance with the work of Martin Seligman, the founder of Positive Psychology and author of *Authentic Happiness*. Moreover, values lessons will also focus on K – 4 Speaking and Listening content standards and establish objectives to meet these standards.

Values-based lessons will be incorporated into the “Specials” block as well as in other parts of the day such as Morning Meeting, Read Aloud and Closing Circle. In addition to values-based lessons and character-strengthening lessons based on Seligman’s work, teachers will also use an adapted version of

the Conflict Resolution from the Responsive Classroom approach. In kindergarten and first grade, the model will closely resemble the Responsive Classroom model. Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate with four key domains: engaging academics, positive community, effective management, and developmental awareness. For grades second through fourth, teachers will adapt the model to ensure students are resolving conflicts using the model as a support rather than a prescriptive method. The purpose of adapting the model in second through fourth grade is to ensure our students have internalized it and can independently be reflective and thoughtful about solving problems in respectful ways that honor their school community members.

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

Art – Lower School

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

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

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

Physical Education for Upper and Lower School

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

The program will be organized in accordance with the Physical Education Model Content Standards at each grade level which follow these overarching standards:

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

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

Electives– Upper School

KCCS believes that it is not enough for students to only master Common Core State Standards, Next Generation Science Standards and California Content Standards in their core subject areas; the Charter School must develop and educate the whole child. To this end, KCCS will offer a robust elective (during supplemental hours) education program to grow the innate talents of students. Instruction is organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills are woven into these "elective" classes. The Upper school may offer a variety of other classes depending on student need.

Foreign Language – Upper School

KCCS believes we should educate students who are equipped linguistically and culturally to communicate and thrive in their community and abroad. By the time the Charter School serves grades 5-8, KCCS may provide students with instruction in foreign languages and literacy on a rotational basis.

Our foreign language program is based upon a set of principles about language education. These tenets are based on language education research and are supported by experience:

- All students can experience success in foreign languages
- Students learn/acquire language in different ways
- Native speakers need explicit instruction in grammar, conventions and academic language
- Language acquisition is a life-long process
- Students acquire proficiency at different rates
- Language is more easily acquired in meaningful context
- Student language development should be assessed regularly

Staff Professional Development

KCCS is grounded in the belief that teachers are the most important factor that boost student achievement; thus, quality professional development for teachers to help KIPP students excel academically is paramount.

The first facet of professional development takes place in school-wide staff meetings. Staff meetings are a place for sharing announcements, conducting team-building exercises, and making sure teachers are up to date on any operational aspects of the school. Here, teachers may learn how to use clickers in the classroom or input student attendance or academic data in an electronic system.

Teachers will participate in professional development one afternoon per week when students have a minimum day. The primary function of this time is to analyze data from interim and formative assessments. The interim assessment results are analyzed every 6-8 weeks, whereas the results of formative assessments are analyzed bi-weekly. Secondly, school-wide professional development is a chance for the Co-School Leaders and teachers to address instructional trends going on in the classroom and ways in which the students can be better served. Topics may include improving check for understandings, incorporating literacy across all contents, or enhancing differentiation for English Learners.

Finally, differentiated meetings are content-level and grade-level department meetings that each happen once a month. Those will occur after the weekly school-wide meetings. In content meetings, teachers in the same content area meet to review each other's assessments and provide instructional support. As a content group, they will also have several opportunities throughout the school year to conduct excellent school visits in an effort to improve their instructional practices for their students.

Grade-level department meetings led by the Grade Level Facilitator provide teachers with an opportunity to work out logistical details for upcoming events, discuss the needs and academic progress of individual students, and implement school-wide systems.

Another integral component of professional development at KCCS is the observation-debrief cycle (coaching cycle). The Co-School Leaders will observe teachers on a consistent schedule. Following the observation, the Co-School Leader and teacher will discuss student learning based on student data, identified strengths and areas of next step from the observation. Each observation and follow-up meeting is held sacred, meaning that they will be prioritized in the Co-School Leader's schedule. Teachers will also be empowered to co-observe with their coach and provide feedback to their

colleagues. These observations will allow the Co-School Leader and teachers to notice instructional and cultural trends across the school. This one-on-one professional development will cultivate a profound desire in teachers to continue to improve their craft so their students can achieve.

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

Beyond Los Angeles County, KCCS's teachers have additional opportunities for sharing and professional development through the national KIPP network. Teachers who are interested in honing their instructional leadership skills can be nominated by the Co-School Leaders to participate in one of KIPP's Leadership Pathways. These six leadership development programs are yearlong opportunities for teachers to strengthen their skill set as instructional leaders and grow personally and professionally, often eventually taking on leadership roles within the school.

Meeting the needs of all students

English Learners

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

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

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test tested within thirty days of initial enrollment³ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

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

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

Strategies for English Learner Instruction and Intervention

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

Teachers at KCCS will use the English Language Development Standards set forth by the California Department of Education to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English; however, there may be times when primary language support will be provided to students when possible. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum, as well as providing structured, explicit language instruction.

Teachers will use Specially Designed Academic Instruction in English strategies to enhance the English language development of all of students. When using SDAIE strategies, teachers will write lesson plans with an emphasis on ensuring that content is grade level appropriate and within the student’s zone of proximal development. SDAIE provides: (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge.

In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction. Teachers will use the Common Core State Standards with support from English Language Development resources, in order to provide a rigorous, yet scaffold, instructional experience for all students identified as English Learners. In addition, KCCS will be utilizing the EL Achieve instructional frameworks as the basis for English Language Development instruction for students, including embedding the theoretical frameworks of Systematic ELD and Constructing Meaning into the Charter School’s instructional plans, including the scope and sequence, unit plans, and daily lesson plans.

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

In addition to the structured English immersion modifications teachers make in their mainstream classes within KCCS's extended day schedule, there will be ample time that can be used for additional intensive English language instruction during small group and workshop time. The Charter School will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Examples of instructional models that may be employed with EL students at KCCS are:

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

Beyond using the CELDT to monitor students' English Language development, KCCS staff will use the English Language Development Standards to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information will guide teachers in differentiating instruction, such as the level of questioning for English Learners who are not progressing through the English language development levels. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used to support these students in gaining higher levels of English proficiency:

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

Reclassification

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

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

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

- A student's score on the CAASPP for English Language Arts is a 3 or higher, which is considered to be at least basic grade level performance. This score suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification.
- For students scoring below 3 on the CAASPP, KIPP LA in accordance with criteria set by the school district, should attempt to determine whether factors other than English Language proficient are responsible for low performance on the state assessment for English Language and whether it is reasonable to reclassify the students.
- A student's score on the nationally norm-referenced NWEA MAP Reading assessment places the student at or above the 75th percentile, which is considered to be above grade level. This score suggests that the pupil may be sufficiently prepared to participate effectively in the school's standard curriculum and should be considered for reclassification.
- Students in grades K-1 are not eligible for reclassification.
- Teacher evaluation, including, but not limited to, a review of the pupils curriculum mastery:
 - KIPP LA teachers will use student academic performance in core subject areas to inform the reclassification process.
 - KIPP LA teachers understand and note that incurred deficits in motivation and academic success unrelated to English Language proficiency do not preclude a student from reclassification.
 - For 6th – 8th grade only: a grade of C or better in English Language Arts required for reclassification.
- Parental opinion and consultation:
 - KIPP LA will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
 - KIPP LA will provide an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.

KIPP LA will notify parents and guardians of reclassification, update the Charter School records, as well as monitor the student's progress for two years.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

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

Academically High Achieving (Gifted and Talented) Students

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

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

By using assessment information to monitor students’ progress, teachers will be able to make the necessary modifications and adjustments to best support students. Teachers will utilize workshop time, as well as differentiated choices for gifted and talented students and students achieving above grade level throughout the day to support them in continual growth. All students at KCCS will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students’ learning profiles and specific talents. In order to ensure that the needs of all students are being met, the staff will utilize the Student Success Team process for students who have been identified as consistently achieving well above the norms (as measured by formative, summative, and standardized testing) just as they would use the process for identifying students who struggle. Refer to following section for more details on the composition of the SST.

Academically high achieving students are identified through test scores, grades, in-class achievement, and teacher observation and typically are performing 2-3 grade levels above their current grade.

Students Achieving Below Grade Level

Students who are performing below grade level in any content area will receive individual and small group instruction to target their individual needs. During whole class instruction, the teacher may differentiate instruction based upon students’ needs, interests, readiness, and learning profile. In

addition, other types of instructional support that KCCS may utilize to support students achieving below grade level include:

- Small group, targeted instruction utilizing students' individualized academic data in order to design and execute scaffold lessons in order for students to achieve incremental growth towards overall proficiency targets
- Small group guided reading and writing lessons targeting specific skills that students need additional support mastering; data from reading and writing benchmark assessments and running records will determine specific grouping models
- One-on-one conferring sessions between teachers and students in which teachers provide real-time, specific, targeted feedback to students in order for struggling students to strategize next steps towards instructional proficiency.
- More instructional time incorporated into the daily schedule and academic year in order to increase learning opportunities and supplemental curriculum for students needed additional academic instruction and tutorials (including, but not limited to, summer programming)
- Pre-teaching, re-teaching and spiraling standards, as evidenced by instructional scope and sequence, unit plans, and daily lesson plans, in order for students to have multiple opportunities to access each of the standards
- Use of technology to enhance and supplement the existing curriculum, using student data to create individualized technological instructional programming to meet the needs of *all* students
- Providing tutorial programming and homework support, as needed
- Increasing parent engagement in their child's instructional progress via workshops and strategy workshops, so that they may support their son/daughter at home

Academically low achieving students are identified through informal and formal classroom assessments, test (formative and summative) scores, grades, and teacher observation.

If after implementing the aforementioned instructional support strategies significant, progress has not been made as measured by assessments, students achieving below grade level may be referred by the teacher or by the parent for a Student Success Team meeting. In these meetings, the classroom teacher, the parent, the Co-School Leader, and any other relevant party will convene to discuss the child's strengths and areas of concern. The SST uses multiple sources of information and data to create a plan that addresses the individual needs of each student. Teachers, parents, and other relevant parties will bring student work samples, tests and quizzes, portfolio work (if applicable), notes from observations of performance or behavior, discipline logs and any other pertinent source of information concerning the child's demonstrated abilities. Based on the evidence and the discussion of its meaning, action steps will be generated for follow-up interventions to further assist the child in academic or behavioral growth. Additionally, tools are either gathered or generated to track the progress of the student given the new interventions. Specific strategies, interventions and accommodations will be implemented and documented based on the individualized needs and areas of concern. In addition to detailing the steps, the expected outcomes and the responsible personnel, the SST will also schedule timely follow-up meetings to review and discuss the student's response to the interventions. Based on the progress a student makes, the level of intervention can be adjusted in order to meet each student's needs.

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

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

Socioeconomically Disadvantaged Students

KIPP LA Schools seeks to serve a population comprised in large part of students who are socioeconomically disadvantaged. To put students on the path to and through college, the mission, vision, and instructional programs of KIPP LA's schools are designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. In the 2014-2015 school year, 90% of KIPP LA students qualified for free or reduced price lunch. KCCS will seek to serve a similar population, and the Charter School's program will be based upon the successful practices already in practice at KIPP LA's existing schools. At its core, KCCS believes in high expectations for each of its students regardless of background.

KCCS identifies socioeconomically disadvantaged students as those who are eligible to receive free or reduced price meals. KCCS has designed its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

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

Students with Disabilities

Overview

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

The Charter School will be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: Los Angeles County SELPA, and El Dorado County Charter SELPA.

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

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

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

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

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Co-School Leaders and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include

consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

Services for Students under the "IDEA"

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

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

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing

approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Students in other subgroups

KCCS will determine eligibility of students who are either considered foster youth or homeless through the use of CALPADS, discussions with the parent/guardian and observations of the child. Children who

are eligible for services may have different needs such as physical needs for uniforms, school supplies or free meals. KCCS will assist parents and or guardians in providing for these items to ensure that the student is able to actively participate in school. KCCS will consider what barriers to education can be removed and what is in the best interest of each child.

Element 2: Measurable Pupil Outcomes

Governing Law: 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 school-wide 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. Education Code Section 47605(b)(5)(B).

And

Element 3: Methods of Measurement

Governing Law: 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. Education Code Section 47605(b)(5)(C).

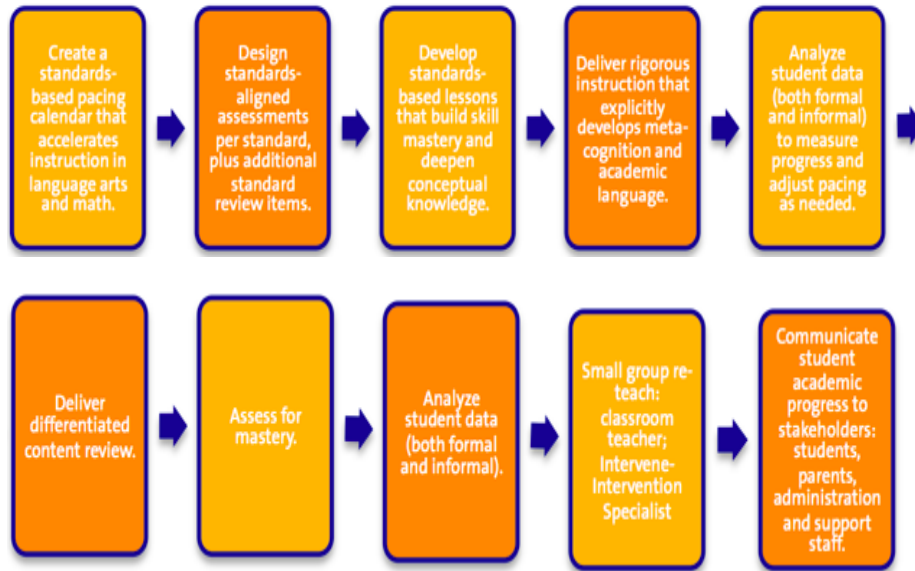
The measurable pupil outcomes, school-wide and for all numerically significant student subgroups, aligned with the state priorities have been described in Element 1. The “LCFF State Priorities” table in Element 1 is incorporated here by reference.

Instructional Cycle and Methods of Assessment

KCCS teachers will use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science will follow an adapted version of this cycle, while reading and writing will follow Lucy Caulkin’s Reading and Writing Workshop model. This method of instruction focuses on the goal of fostering lifelong readers and writers. Professional development, grade-level planning and 1:1 check-ins between managers and teachers will support the implementation and execution of each of the instructional cycle’s ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery and is meant to provide alignment both across and between grade-levels.

Figure 5 shows the ten steps of the KCCS instructional cycle. While the first step will be completed in the summer, the following steps in the cycle will be ongoing.

Figure 5: KCCS Steps of Instructional Cycle



KCCS will work to ensure that all students will score at Standard Met or Standard Exceeded levels in ELA and math on the CAASPP assessment. All students in grades 5-8 take the CAASPP each spring. Additionally, all students in grades 5-8 will take a norm-referenced test such as the MAP in the fall and the spring. By assessing the students at these grade levels, the KCCS faculty will be able to monitor individual student growth and mastery of standards. Detailed reports by student and by class will be created to facilitate in-depth analysis and data informed decision-making. Thoroughly analyzing student achievement results will allow the staff to reflect on teaching practices and identify areas of strength and areas of weaknesses to improve in the upcoming years.

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

Each year KCCS will disaggregate school-wide MAP, or other norm-referenced equivalent, data by gender, race, English Learner status, Special Education status, socioeconomic status, and other relevant subgroups and analyze those data to make any needed adjustments to the instructional program. The Charter School expects students in each subgroup to meet the Charter School's MAP performance goals listed in Element 1. MAP data for individual students is reported to each student's family during parent conferences at the beginning of the year and as well as at the end of the year. Additionally, assessment results will be provided to students/families four times a year. Progress reports will also be sent home intermittently as students take assessments weekly or daily. As soon as the data become available, the faculty and leadership team carefully examine it. Teachers will adjust or enhance instructional strategies based upon the results for each individual student and class. Any substantial disparities in improvement

across subgroups may result in modifications to curriculum, schedule, school staffing, or provision of support services.

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

KCCS, like all KIPP LA schools, believes that data is a powerful instructional tool. KCCS's data will be shared openly with KIPP LA management and other KIPP LA schools. Further, at regular intervals the data will be shared with KIPP LA's board. Annually, KCCS's leadership team will provide an update to its students and parents about school wide academic performance.

Standardized Testing

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

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessments

KCCS will administer initial assessments, exit tickets, and regular weekly or bi-weekly assessments as well as interim assessments in an effort to determine where students are performing at any given time. These assessments will guide instruction and help determine which students need additional support or which students can be pushed to achieve at even higher levels.

Initial Assessments

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

Exit Tickets, Weekly and Bi-weekly Assessments

Using the initial assessments as a baseline for student groupings and instructional implementation, KCCS will also implement a variety of formative assessments including daily exit tickets and weekly or bi-weekly assessments. During small group rotations in ELA and math, teachers will administer exit tickets daily to do a quick check for understand after a lesson. Exit tickets allow teachers to quickly identify and respond to students who are struggling with a finite topic. Additionally, they enable teachers to push accelerated students on to new topics more quickly and efficiently. These exit tickets are often

performed on a laptop whiteboard, allowing the student to show the teacher his or her answer and discuss in real time any challenges. When students do not successfully complete an exit ticket, the teacher will direct them to further work on that particular topic either through independent tasks or on adaptive software programs.

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

These formative assessments will often be administered online, allowing for immediate collection of responses and easier analysis through Illuminate. Teachers will analyze the data to identify topics that need to be retaught the following week, assess the effectiveness of student groupings, highlight students who continue to struggle and those who are ready for more challenging work, and shine a light on instructional techniques that did not work. Similarly, weekly and bi-weekly assessments will reinforce successful teaching techniques and help to identify teachers who are excelling and can be tapped for professional development or best practice sharing.

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

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

Performance expectations for these assessments can be found below:

Figure 6a: KCCS Performance Expectations

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

Interim Assessments

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

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

In addition to teacher-created interim assessments, KCCS will also use several literacy interim assessments to assess student progress from Kindergarten through eighth grade. For students in Kindergarten through second grade, we will use the STEP reading assessment, developed by the University of Chicago Urban Education Institute to assess students' phonemic and phonological awareness, accuracy, fluency, and comprehension. Starting in the third grade, we will utilize the Fountas and Pinnell assessment as well as assessments created by Teachers College Reading and Writing Project to measure students' academic growth and needs.

KCCS will also administer interim writing benchmarks at least three times a year in each grade level to assess student progress in meeting CCSS writing standards as well as growth and developmentally appropriate genre-based rubrics. Grade levels will use these assessments to identify topics for mini-lessons in writing. Teachers will also choose exemplars from the assessments to guide student-based discussions at the classroom, grade-level, and school-level about overall student progress and achievement in writing.

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

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

As the interim assessment results are the primary driver of informing instruction, they also inform professional development. For example, if there is a weakness in the area of text structure school-wide, a teacher who is very strong in this area may be called upon to share with her grade level or the entire team her effective strategies in this instructional area. Also, observations may be arranged for teachers needing support to visit those teachers who are excelling in a certain area. Readings may be selected to

target an area of growth in making inferences if it is an area needing improvement. The Co-School Leaders will also focus observations based on certain areas of growth to provide support to the teachers and drive forward students’ mastery of the standards.

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

Figure 6b: KCCS Performance Expectations for Interim Assessments

| ELA | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Interim Assessments | ELA: All students will meet or exceed 55% of standards |
| | ELA: 55% will meet or exceed grade level standards-based interim assessment |
| | ELA: 55% will meet or exceed grade level standards-based interim assessment |
| Performance Tasks | 55% of students will average a rubric score of 4 or higher on each performance tasks administered. |
| Writing Assessments | ELA: 80% of students will average a rubric score of 4 on the last two authentic writing assessments (given at the end of each instructional cycle). |
| Math | |
| Interim Assessments | Math: All students will meet or exceed 50% of standards. |
| | Math: 50% will meet or exceed grade level standards-based interim assessment |
| | Math: 50% will meet or exceed grade level standards-based interim assessment |
| Performance Tasks | 50% of students will average a rubric score of 4 or higher on each performance tasks administered. |

Data Analysis and Reporting

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

Through Illuminate, our teachers will be able to assess individual student performance, analyze classroom patterns, and target and tailor instruction accordingly. Illuminate stores data using a unique identifier system assigned to each student.

- The data in use includes:
- Student demographics;
- Student National School Lunch Program (NSLP) eligibility;
- Student participation in special education;
- Student English learner status;
- Student attendance;
- Student behavioral infractions;
- Student scores and proficiency levels on state assessments;
- Student scores and proficiency levels on MAP;
- Student report card grades;
- Individual item responses on internal assessments created through the Illuminate assessment system;
- Other student-level data as necessary.

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

- **Data acquisition:** Staff will ensure that the data we use to assess student performance is collected and organized in a timely manner, so that all stakeholders can readily access it;
- **Data reflection and analysis:** Teachers will reflect on their classroom data by submitting reflection forms and conducting error analysis on all assessments. Grade levels will then come together to reflect on their results and create specific plans of action and subsequent goals to improve student outcomes. Simultaneously, the Leadership Team will meet to review school wide results and create plans to support teachers/grade levels as needed.

- **Analyzing Student Work:** On a regular basis, teachers will come together to analyze student work or exit tickets. The aim is to identify student misconceptions early and clarify during a reteach block.
- **Lesson Plan Reviews:** Weekly, grade levels will review assessments and lesson plans to ensure all teachers understand the objectives, processes, and criteria for success.
- **Flexible Small Group Instruction:** Based on assessment results, changes to the make-up of small groups will be made to ensure all students are receiving differentiated instruction.
- **Program Alignment and Design:** Through data acquisition, reflection, and analysis, KCCS's teachers will ensure that our instructional model is aligned with relevant content and standards, as well as student growth. This process will ensure that the teaching strategies and practices we employ are appropriate and supportive of the outcomes and overall design of the academic program.

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

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

Grading Policy

KCCS will administer grades based upon student's mastery of the Next Generation Science Standards, California Content Standards, and CCSS. Grades will be reported in quarterly school-created report cards for the Upper school on a scale from A-F (A, B, C, and F) corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs. Grades for the Lower school will be based on a numerical scale of 1 – 4 corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs.

Promotion and Retention Policies and Procedures

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

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

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

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

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

Element 4 – Governance

Governing Law: 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. Education Code Section 47605(b)(5)(D).

Governance Structure

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

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

Attached, as Appendix A, please find the KIPP LA Schools Articles of Incorporation, Bylaws, and Conflict of Interest Code.

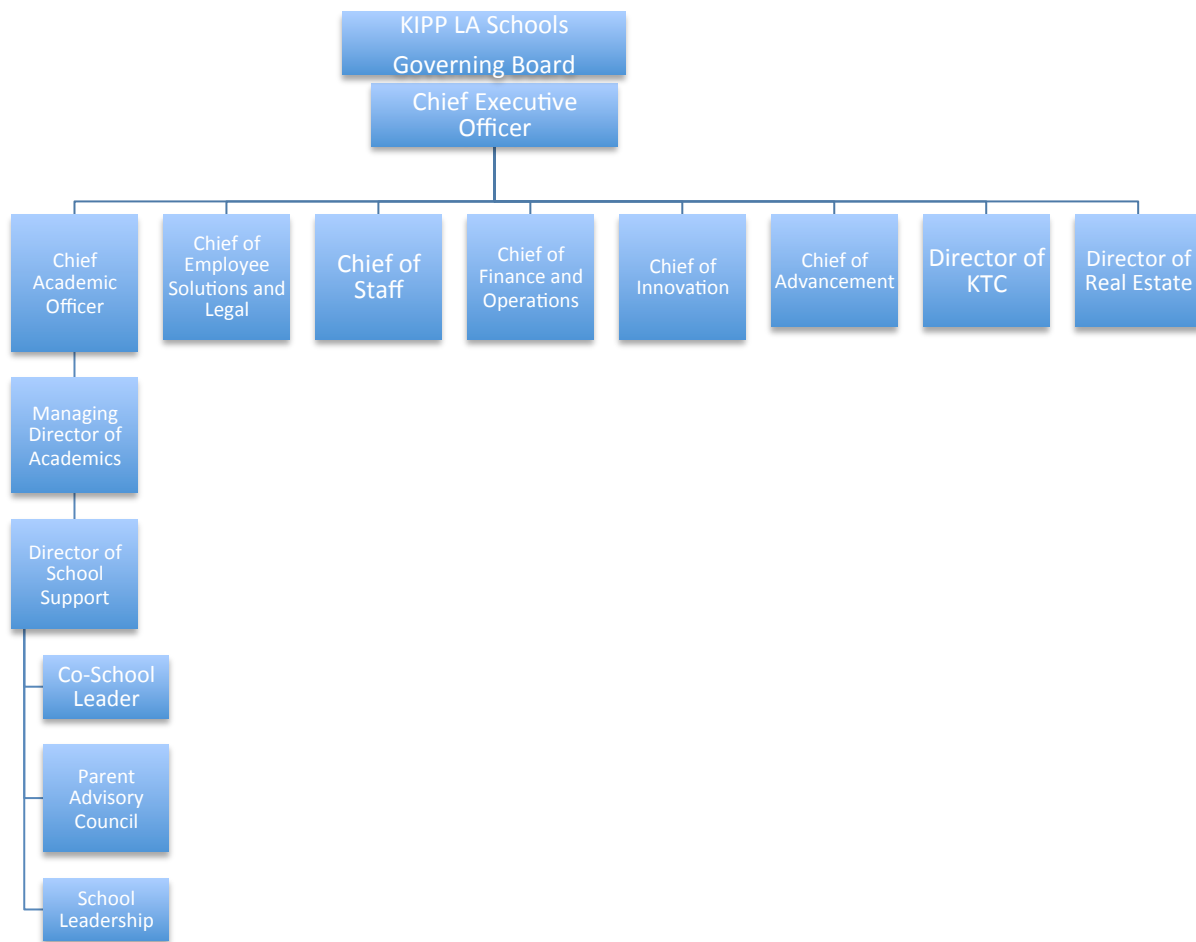
Organizational Chart

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

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

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

Figure 7: The Charter School Organization Chart



Role of Governing Board

The KIPP LA Schools Board of Directors (the “Board”) will include several standing committees, Figure 8, designed to enhance the operation of the Board and provide additional oversight. The Board and all standing committees hold public meetings in accordance with the Ralph M. Brown Act. KIPP LA has the following standing committees:

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

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

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

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

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

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

Figure 8: The Charter School Standing Board Committees



Duties of Chief Administrative Employees

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

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

Chief of Employee Solutions and Legal Affairs (“CESLA”). The CESLA oversees all Human Capital functions including teacher recruitment, credentialing, and human resources. Further, he or she serves as General Counsel for KIPP LA and coordinates with KIPP LA’s outside legal counsel on all legal matters. The CESLA helps support the Student Discipline Committee.

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

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

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

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

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

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

Governing Board Composition and Member Selection

Composition of KIPP LA Schools Board of Directors

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

The KIPP LA Board seeks to add new members as needed. Our current Board of 15 members provide the organization with adequate committee members, a range of professional expertise and representation of a cross-section of Los Angeles. The mission of the Board of Directors of KIPP LA Schools is to provide the leadership, commitment, support, advocacy, and oversight that will ensure the fulfillment of KIPP LA’s mission and goals. In addition, Board members are called upon to lend their specialized skills to help the organization. These specialized skills include legal, real estate, financial, general management and education expertise. Board members are assigned to Committees based on their specialized skills and in coordination with the Governance Committee.

Qualifications of KIPP LA Schools Board Members

KIPP LA Schools’ Chief Executive Officer will work closely with the Board of Directors to ensure that Board members fully support the school’s mission, culture, and goals. The Board will represent a cross

section of Los Angeles and will include persons with expertise in real estate, education, management, finance, and law. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

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

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

Board Recruiting and Selection Process

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

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

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

Roles and Responsibilities of KIPP LA Schools Board Members

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

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

Board Professional Development

To prepare each new Board member to quickly become an asset to KIPP LA Schools, there is an extensive orientation plan in place. The following are the expected outcomes of the orientation phase, which typically spans the first three months of a Board member's tenure:

- Build relationships with other Board members and KIPP LA senior leadership team members
- Learn the organization, culture, mission, strategic priorities, financial health and results
- Learn the environment in which we operate including key stakeholders (authorizers, funders, KIPP Foundation)
- Ensure strong understanding of the operations of the Board
- Identify opportunities to leverage strengths and accelerate contribution to the organization (e.g. Committee membership, organizational opportunities)
- Mandatory Brown Act training on an ongoing basis, so that Board members can continue to make positive contributions to the organization the following is in place for continuing Board member education:
 - Annual mandatory Brown Act training
 - Ongoing investments in building Board member knowledge of both the organization as well as the environment in which it operates. Examples are attendance at KIPP LA events and school functions and attendance at the KIPP School summit.
 - Responsibility for setting new Board members up for success and accelerating their contribution is shared between the KIPP LA Board (e.g. Board Chair and Governance Committee) and the KIPP LA senior leadership team (e.g. Chief Executive Officer and her direct reports).

Governance Procedures and Operations

Meetings of KIPP LA Schools Board of Directors

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

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

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

Committee and KIPP LA management. Meetings will be aligned to the needs of the organization including mandatory deadlines to meet applicable district, state, and federal requirements. The Board Secretary is responsible for recording governing board actions.

Quorum and Voting

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

Abstention Process

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

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

Telephone and Video Meetings

Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another.

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

- At least a quorum of the legislative body must participate from locations within LAUSD’s or LA County’s jurisdiction;
- Additional teleconference locations may be made available for the public;
- Each teleconference location must be specifically identified in the notice and agenda of the meeting, including a full address and room number, as may be applicable;
- A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all Directors shall be deemed to be present in person at such meeting as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meeting must also be noticed and conducted in compliance with Government Code Section 54953(b), including without limitation the following: (a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within the boundaries of the Los Angeles Unified School District or Los Angeles County; (b) All votes taken during a teleconference meeting shall be by roll call; (c) The Board shall post

agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting; (d) All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda; (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Stakeholder Involvement

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

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

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

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

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

Element 5 – Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Employee Positions and Qualifications

The Charter School’s leadership team is led by Co-School Leaders who report to the Director of School Support who reports to the Managing Director of Academics. The Managing Director of Academics reports to the Chief Academic Officer. The Co-School Leaders are charged with running the Charter School and overseeing all aspects of the Charter School from academic achievement to operational compliance to family engagement.

The Charter School’s leadership team includes the Co-School Leaders, Assistant School Leader, Dean, and School Business Operations Manager. Certificated staff includes lead teachers, apprentice teachers, instructional support coaches, and special education service providers. Non-certificated staff include after school program instructors, instructional aides, office associates, and school lunch aides. The Dean and School Business Operations Manager report to the Co-School Leader. Special education staff includes the special education coordinator, school psychologist, and speech and language pathologist, all report directly to the Director of Special Education who is employed at the regional level. The Resources Specialist reports jointly to the Director of Special Education and the Co-School Leader. Figure 9, below, outlines all staff positions qualifications at the Charter School.

Figure 9: KIPP LA Schools Job Qualifications

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| School Administration |
| Types: Co-School Leader, Assistant School Leader, Dean |
| <p>All positions do have the same minimum education qualifications; we have grouped them together as they are the decision makers at the schools. Based on school need, and staff strengths the school leader may assign the duties outlined as they see fit.</p> <p>Minimum Qualifications for all Administration:</p> <ul style="list-style-type: none"> ▪ BA required; MA preferred. ▪ Minimum of three years of successful, full-time, lead teaching experience required ▪ Minimum of two years of administrative or leadership experience in a school setting required ▪ Demonstrated success working with students from educationally underserved areas ▪ Self-aware with a strong commitment to continuous learning ▪ Strong written and oral communication skills ▪ Sense of humor ▪ Unquestioned integrity and commitment to the mission and values of KIPP LA Schools |
| SCHOOL BUSINESS OPERATIONS |
| Types: School Business Operation Manager, Office Manager, Bilingual Office Associate, and Operation Aides |

As all of the positions support operations we have grouped them together. The SBOM is the leader for operations at the school and manages both OM and Bilingual Ops Aide

School Business Operation is critical to the successful and efficient operation of KIPP LA school sites. The operations team implements and maintains clear systems that allow the Co-School Leaders and instructional staff to drive superior student achievement outcomes. This includes managing the School Nutrition Program, Student Information and Attendance Reporting, Health and Safety, Insurance, and Facilities as well as ensuring that the Charter School is in compliance with all applicable local, district, state, and federal laws and regulations. S/he will work closely with the School Support Team in its efforts to provide the Charter School with operational and financial guidance and assistance. The School Business Operations Manager will manage operations staff including an Office Manager/Office Associate(s) and will report to the Co-School Leaders.

Qualifications

- A Bachelor's degree from an accredited college or university required
- Master's degree preferred for School Business Operations Manager
- High School Diploma for Operations Aide
- Minimum 2 years of professional experience, 4 preferred with at least one year of managing others
- Spanish language skills is a plus
- Prior school or nonprofit experience preferred
- Ability to work in a Windows and Macintosh environment
- Experience managing data
- The ability to work autonomously
- Demonstrated initiative, leadership, and tenacity
- Strong commitment and passion for KIPP LA's mission and values.

Instructional & Support

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

Instructional Coach

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

Grade Level/ Department Leader

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

These components will include:

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

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

Teacher

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

Resource Specialist Program Teacher

The Resource Specialist Program (RSP) Teacher will provide individualized instruction and support to students with special needs at one or more of our elementary and middle schools. S/he will dually report to the Director of Special Education and the Co-School Leader(s).

Qualifications and desired characteristics:

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

Element 6 – Health and Safety Procedures

Governing Law: 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. Education Code Section 47605(b)(5)(F).

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

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237, 44830.1, and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Co-School Leaders of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Co-School Leaders. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Vision, Hearing, and Scoliosis

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

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

Suicide Prevention Policy

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

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Custodian of Records

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

Medication in School

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

Emergency Preparedness

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

Drug-, Alcohol-, and Smoke-Free Environment

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

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment-based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any of other basis protected by federal, state, local law, ordinance, or regulation or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. The Charter School has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Promoting Health and Wellness

The Charter School will ensure that the Charter School is a safe and healthy environment for teaching and learning. The Charter School will promote health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. The Charter School utilizes Revolution Foods, a leading provider of high quality food, as its food service provider. The Charter School provides a healthy breakfast, lunch and snack for its students. Revolution Foods exceeds the requirements of the Healthy, Hunger-Free Kids Act. Specifically foods and snacks offered include whole grains, low fat dairy, fruits, vegetables and proteins as their main ingredients. They are also lower in fat, sugar and sodium and provide more of the nutrients our students need.

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

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

Element 7 – Means to Achieve Ethnic and Racial Balance

Governing Law: 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. Education Code Section 47605(b)(5)(G).

Outreach to Achieve Racial and Ethnic Balance

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

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

- Enlisting support from current KIPP LA families to provide referrals, conducting open houses, providing information about enrollment at Los Angeles-wide education exhibitions, community events, resource fairs, and public housing development council meetings
- Targeting the siblings of current KIPP LA middle students to enroll in the Charter School. These students and families already know the expectations and culture of KIPP and could become a base for further student recruitment.
- Connecting with pre-K programs, childcare centers, and day cares to create partnerships to identify potential families and students.
- Providing opportunities for families to meet with school staff and learn more about the academic program, school schedule, and other expectations
- Contacting local community leaders and businesses to assist in the recruitment effort by posting information and advertisements about the Charter School geared towards student recruitment.
- Targeting community events and community organizations to build relationships and spread information about the Charter School, such as local festivals and celebrations. Community events are good places to connect with families and potential students who may be of age to attend the Charter School.
- Walking the community and knocking on doors to distribute information about the Charter School. Being visible in the community is also essential so that community members meet the Charter School's Co-School Leaders and begin understanding the mission of the Charter School.
- Developing a coordinated and multi-faceted marketing campaign along with tactic aligned collateral to reach families and spread information about the Charter School. This may include newspaper, bus and radio ads as well as flyers, posters, and postcards mailed to surrounding communities.

- Providing lottery interest form access online for families to expand the Charter School's applicant pool.

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

Recruitment materials and outreach information will be available in both English and Spanish to best spread the word to the community of Compton. Those conducting outreach and recruitment will speak the language used by families and community members. Recruitment materials will include information about the Charter School (e.g. the mission statement of the Charter School, pictures of KIPP students, information about the KIPP network of schools, and contact information for the Charter School) in both English and Spanish. The Charter School's website is linked to the KIPP LA Schools website and provides extensive information about the Charter School's instructional vision, mission, goals and values along with additional information about the KIPP national network of public charter schools. Interest forms are available on line.

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

Element 8 – Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Admission Requirements

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

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

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

Lottery Preferences & Procedures

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

Admission Preferences

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

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

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

Interest Period

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

Lottery Proceedings

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

Post-Lottery

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

Next Steps and Procedures:

Waitlist Procedures

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

Refinement of Policies

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

Element 9 – Annual Financial Audits

Governing Law: 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. Education Code Section 47605(b)(5)(l).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. This audit will be conducted in accordance with Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide, and will verify the accuracy of the Charter School’s financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

The KIPP LA Schools Audit Committee will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. KIPP LA’s Chief of Finance & Operations and Controller will work with the auditor to complete the audit.

The annual audit will be completed and forwarded to the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year by the contracted auditing firm. KIPP LA Schools’ Audit Committee will review any audit exceptions or deficiencies with the Chief of Finance & Operations and the Chief Executive Officer and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

School Climate and Student Discipline System

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

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Discipline Foundation Policy

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

By acknowledging positive behavior in the classroom and encouraging students to do the same with their peers, the Charter School's teachers will teach each student the importance of modeling and embodying good behavior. Similarly, the Charter School's students will be able to identify and explain times when they are not meeting behavior expectations. This allows for self-correction and reflection. Each classroom at the Charter School will employ a multi-step disciplinary system, which clearly conveys to students the consequences of misbehavior and provides opportunities for improvement. The consistency of this system across classrooms and grade-levels will ensure uniformity of expectations for all students.

- By utilizing a range of progressive disciplinary options, the Charter School will curtail misconduct before there is a need for more serious sanctions. The Charter School is dedicated to working with students and families to address behavior challenges effectively. Potential actions include (but are not limited to):
- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade level leaders;
- Parent meetings with teachers and/or grade level leader;
- Mandatory study hall during and/or after school (with notification to parent(s)/ guardian and overseen by grade level leader);
- Loss of incentives or privileges;
- Calling plans (requiring the student to call teachers to notify them of homework completion);
- Daily conduct log (in which a student is required to get teacher acknowledgement of appropriate behavior after each class);
- In-school suspension plans, providing opportunity for the teachers or Co-School Leaders to meet with an individual student to discuss misconduct and to determine appropriate consequences;
- Written apology for misconduct;
- A behavior reflection sheet which documents, in real time, student decisions in relation to the values of the school so that problematic choices can quickly be identified and addressed;
- Disciplinary probation with notice to parents and explanation of required improvement;
- Study teams, resource panel teams, or other assessment-related teams;
- Peer presentations of personal improvement plan;
- Referral to school counselor, psychologist, child welfare attendance personnel, or other school support service staff. Based upon the specific facts and/or issues involved in a situation with a student, intervention from a child welfare attendance specialist may need to be involved. The school shall use this resource to serve the best interest of students when necessary.

Corporal punishment will not, under any circumstances, be used as a disciplinary measure with any student. (Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.) This commitment by the Charter School does not limit the rights of the Charter School employee to use force that is reasonable and necessary to protect the employee, student(s), staff or other persons, or to prevent damage to school property.

The Co-School Leaders or a designee (designee will be a School Administrative Staff member) will handle all discipline referrals; and based on the severity of the action, will handle each referral on a case by case basis in the best interest of students. The facts of every discipline case are always different. The policy shall be implemented uniformly and administration will take the individual facts of each case into consideration while determining the best course of action for students. The Co-School Leaders or the designee will document on the disciplinary referral how the action was handled. The discipline referral

will be sent home to be signed by the student's parent or guardian and must be returned the following day. A copy of the referral will be given to the classroom teacher and one will be kept on file with the Co-School Leaders or designee.

Suspension and Expulsion Policy

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

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring anytime but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or returning from a school-sponsored activity.

Categories for Suspension and Expulsion

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

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

1. Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. EC 48915(c)(2); 48900(a)(1); and 48900(b)
3. Unlawfully selling a controlled substance. EC 48915(c)(3); 48900(c)
4. Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in EC 48900(n); 48915(c)(4); and 48900(n)
5. Possession of an explosive EC 48915(c)(5); 48900(b)

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

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

1. Causing serious physical injury to another person, except in self-defense. EC 48915(a)(1)(A); 48900(a)(1)
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC 48915(a)(1)(B); 48900(b)
3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) EC 48915(a)(1)(C); 48900(c)

4. Robbery or extortion EC 48915(a)(1)(D); 48900(e)
5. Assault or battery (or attempt thereof) upon any school employee EC 48915(a)(1)(E); 48900(a)(1); and 48900(a)(2)

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. EC 48900(a)(1); 48915(b)
2. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. EC 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. EC 48900(g); 48915(e)
6. Possessed or used tobacco. EC 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. EC 48900(j); 48915(e)
9. Knowingly received stolen school or private property. EC 48900(l); 48915(e)
10. Possessed an imitation firearm. EC 48900(m); 48915(e)
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. EC 48900.4; 48915(e) (Grades 4 through 12 inclusive)
12. Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades 4 through 12 inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3; 48915(e) (Grades 4 through 12 inclusive)
14. Made terrorist threats against school officials or school property, or both. EC 48900.7; 48915(e)
15. Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e)
17. Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. EC 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p); 48915(e)
19. Engaged in, or attempted to engage in hazing.. EC 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. EC 48900(r); 48915(e)
21. Aided or abetted the infliction of physical injury to another person (suspension only). EC 48900(t); 48915(e)

For Categories 2 and 3, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper

conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

Potential Disciplinary Actions

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

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

The Charter School provides an in-school suspension program to avoid any loss of instructional time. A student suspended from a school for any of the enumerated offenses may be assigned, by the School Leader or the School Leader's designee, to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated. The Charter School follows the same notice and conference requirements for in-school suspension as for out of school suspension. In-school suspension is supervised by a credentialed teacher responsible for gathering assignments from the student's teachers of record and providing a small group environment with close supervision and assistance in completing the work. The credentialed teacher remains in the room to monitor on-task behavior and provide tutoring when needed. The in-school suspension program includes a physical education component. On the rare occasion of a student with an IEP participating in the in-school suspension program, an itinerant RSP teacher visits the individual student to provide the assigned daily minutes prescribed in the IEP, and the student goes to all other DIS services as scheduled.

Student Conduct Requiring Recommendation for Expulsion

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

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

1. Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. EC 48915(c)(2); 48900(a)(1); and 48900(b)
3. Unlawfully selling a controlled substance. EC 48915(c)(3); 48900(c)
4. Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in 48900(n); EC 48915(c)(4); and 48900(n)
5. Possession of an explosive EC 48915(c)(5); 48900(b)

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

Category 2 offenses require that the School Leader suspend and must recommend expulsion when the following occur at school or at a school activity off campus unless the School Leader determines that the expulsion is inappropriate. EC 48915(a). The Charter School intends to comply with the aforementioned Education Code section:

1. Causing serious physical injury to another person, except in self-defense. EC 48915(a)(1); 48900(a)(1)
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) EC 48915(a)(3); 48900(c)
4. Robbery or extortion EC 48915(a)(4); 48900(e)
5. Assault or battery (or attempt thereof) upon any school employee EC 48915(a)(5); 48900(a)(1); and 48900(a)(2)

If there is a recommendation for expulsion based on a violation of the offenses identified in Education Code Section 48915(a)(1)-(5) (listed immediately above), the designated committee of the Board may – but is not required to – expel based on a finding that the student committed the offense and either: (a) other means of disciplining are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the presence of the student would cause a continuing danger to personal safety. See, Education Code Section 48915(b). The administrative panel, comprised of School Leaders from other KIPP LA schools, shall decide within three school days of the hearing whether or not to approve the recommendation to expel to the Student Discipline committee of the KIPP LA Board. An appeal of this finding will go to the full Board.

Suspension Procedures

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

Authority

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

Informal Conference

Suspension shall be preceded by an informal conference conducted by the School Leader, or designee, with the student with his or her parent/guardian and, whenever practicable, the teacher, supervisor or school employee who referred the student to the School Leader. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (EC 48911(b)).

This conference may be omitted if the School Leader, or designee, determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (EC 48911).

Notice to Parents/Guardians

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (EC 48911)

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

In addition, the notice will state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference

Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (EC 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference. (EC 48911).

Time Limits

Absent a recommendation for expulsion, a student's single suspension period (whether in or out of school) shall not exceed five (5) school days. As addressed in EC 48903(a), the total number of days for

which a pupil may be suspended from school shall not exceed twenty (20) school days in any school year.

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

Suspension Appeals

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

Access to Educational Materials

During the period of the suspension, the Charter School will ensure that the student has access to the necessary educational materials by ensuring that classwork, homework, and other resources are made available to the student on a daily basis. The School Leader, and/or designee, will oversee the process in which these materials are distributed to students during suspension.

Expulsion Procedures

Definition

Expulsion is the involuntary removal of a student from all schools and programs of KIPP LA for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature and mandatory grounds for expulsion, expulsion is used only when the School Leader determines that, all other behavior supports, plans, and interventions, have failed to bring about proper conduct, and/or the student's presence causes a continuing danger to other students.

Authority

The KIPP LA Schools Chief Executive Officer and School Leader/Designee, have the authority to make expulsion recommendations. Final action is only taken by vote after the hearing of the designated school discipline committee of the KIPP LA Schools Board of Directors.

Notice of Hearing

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

- A statement of facts, charges and offense(s) upon which the proposed expulsion is based;
- The date, time and location of the expulsion hearing;
- A copy of the school's disciplinary rules which relate to the alleged violation;
- Guidance around the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- Notice of the student's right to obtain and inspect all copies of documents to be used at the hearing, and confront and question all witnesses who testify at the hearing, and question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses; and
- Notice of the obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment, if expelled.

Hearing

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

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

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

Record of Hearing

Pursuant to EC 48918, a record of the hearing shall be made either by electronic recording and/or stenography. All documents and/or evidence presented at the hearing shall be maintained at the Charter School and school support office. Upon request, records may be released to the student, student's advocate, or parent/guardian(s) within a reasonable time frame. Said records shall also be provided to the KIPP LA Schools Board in the event of an appeal proceeding.

Procedures for Expulsion Hearing Involving Sexual Assault and Battery Offenses

In certain expulsion cases, the Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, only the Charter School or the hearing officer may present the testimony of the witness at the hearing in the form of sworn declarations that shall be examined. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The following outlines the procedures to be followed for all cases involving sexual assault and/or battery:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the administrative panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The administrative panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The administrative panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The administrative panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session, when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped

depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Post Hearing Procedures

Within three school days after the hearing, the administrative panel shall submit their findings to the KIPP LA Board-Student Disciplinary Committee. The committee shall consist of members of the KIPP LA School's board that volunteer to serve on said committee. The Student Disciplinary Committee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no School Leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the Student Disciplinary Committee thereof. Any decision, made by Student Disciplinary Committee, to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the administrative panel. Any decision made by Student Disciplinary Committee, to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing.

The Student Disciplinary Committee of the KIPP LA Schools Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to another school or class for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the KIPP LA board's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (EC 48917)

Notification to Parent(s)/Guardians(s)

Upon the school discipline committee's issuance of a decision, the Chief Executive Officer or designee, will make contact with the parent(s)/guardian(s) via telephone and certified mail via USPS advising them of the committee's decision. Any decision to expel shall include the term of the expulsion as well as

details of a rehabilitation plan and will be provided in a formal notice to parent(s)/guardian(s). The notice shall advise the parent(s)/guardian(s) of their right to appeal and access to records of the proceedings.

Notification to the District

The School Leader 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.

Right to Appeal

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

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

KIPP LA Schools Chief of Employee Solutions & Legal Affairs will notify the parent(s)/guardian(s) of the date, time, and location of the appeal hearing in writing. The notice shall include language advising the parent(s)/guardian(s) that failure to appear at the hearing may be deemed an abandonment of the appeal by the board. Unless otherwise excused by the KIPP LA Schools board, failure of the appellant or parent/guardian to appear at the scheduled hearings or to pursue the appeal with diligence within the time frames established above, may be deemed an abandonment of the appeal and the KIPP LA Schools board may dismiss the appeal.

Students with Disabilities

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

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the

student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Chief Executive Officer or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 his or her 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.

Element 11 – Employee Retirement Systems

Governing Law: 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. Education Code Section 47605(b)(5)(K).

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

Certificated Staff Members

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

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

Non-certificated Staff Members

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

Other Staff Members

All other staff members will participate in Social Security only.

Element 12 – Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

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

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

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

Element 13 – Rights of District Employees

Governing Law: 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. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by KIPP LA Schools unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of KIPP LA Schools and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by KIPP LA Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 – Mandatory Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes Between the Charter School and the District

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and School Leader of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and School Leader, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and School Leader, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and School Leader, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and School Leader, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff

at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15 – Closure Procedures

Governing Law: 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. Education Code Section 47605(b)(5)(O).

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

The Charter School will promptly notify parents and students of the Charter School, the District, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other

investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix D, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

KIPP LA Schools currently carries the following coverage amounts:

- Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate.
- 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 also includes Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence
- Crime Insurance or Fidelity Bond coverage for all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
- Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

C. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Smart Growth

Launched in 2006, KIPP regions across the country have successfully employed Smart Growth as they have opened new schools. A strategic and intentional approach, Smart Growth focuses on providing a

shared school support center led by an executive director or chief executive officer who oversees multiple schools. Guided by these priorities, KIPP LA has taken the following steps to build a single regional organization: established a single Board of Directors, hired a regional chief executive officer, and centralized operations in the School Support Team (SST).

KIPP LA's regional structure will enable the Charter School to focus on their overall academic excellence. Specifically, we anticipate the benefits derived from this cluster framework will include the following:

By providing operational, financial, fundraising, advocacy, and facilities services, the SST will relieve school leaders of key operational duties and thereby allow them to focus their efforts on instructional leadership and student achievement.

A combined, single KIPP LA organization will strengthen its brand and promote awareness of KIPP in Los Angeles, improve its recruiting efforts and human capital programs, and facilitate fundraising and outreach opportunities.

As the school base grows, the SST will work closely with school leaders to foster continuous improvement in KIPP LA's academic programs, by facilitating knowledge-sharing, region-wide professional development, data analysis, and accountability standards.

This format allows the Charter School to provide its own administrative services either through its own staff or through an appropriately qualified third-party contractor. The administrative services provided are included, but not limited to the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- 401kSetup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA and LCAP Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

Pursuant to Education Code Section 47604.32, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution

processes, and considering charter amendment and renewal requests. In exchange, the Charter School shall pay the District an oversight fee in accordance with Education Code Section 47613.

D. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

For a Kindergarten through 8th grade facility, KIPP LA's Real Estate team would look for the following:

- Space to accommodate 1060 students (570 for K-4 and 490 for 5-8)
- 48 Classrooms (36 homerooms, 9 Specials and 3 SpEd)
- Multi-Purpose Room large enough to hold 3 - 4 grade levels at a time for meal service. MPR will also serve as assembly area/indoor Physical Education (during inclement weather).
- Bathrooms will be as required by code
- Consolidated office/admin space for two School Leaders, Assistant School Leaders, Deans, Operations Manager and Office Admin support staff.
- Outdoor space with dedicated play structure for elementary and additional open space to accommodate multiple grade levels at a time for recess and outdoor Physical Education
- Estimated square footage = 65,000SF

KIPP LA's Real Estate Team will be flexible based on constraints of actual site leased/acquired.

E. Transportation

The Charter School will not provide transportation to and from school, except as required by law.

F. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the school district. Education Code Section 47605(g).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District may enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.