

ATTACHMENT D

**MATERIAL REVISION TO CHARTER OF
ENDEAVOR COLLEGE PREPARATORY CHARTER SCHOOL**



This Material Revision to the Charter of Endeavor College Preparatory Charter School (“Material Revision”) is made between the Los Angeles Unified School District (“District” or “LAUSD”), a California public school district, and Endeavor College Preparatory Charter School, Inc., (“Endeavor”) a California non-profit corporation, operating a California public charter school known as Endeavor College Preparatory Charter School (“Charter School” and/or “Endeavor College Prep”). District and Endeavor are also referred to individually as “Party,” and collectively as “Parties.”

This Material Revision is to be read in conjunction with and shall expressly revise the Charter of Endeavor College Prep, which was originally approved by the LAUSD Board of Education (“Board of Education”) on April 14, 2009 (“Charter”). On November 27, 2018, the Board of Education renewed the Charter for a five-year term, from 2019 to 2024. The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the 2021-22 academic school year. This Material Revision is *contingent* upon Endeavor and/or Charter School meeting all requirements set forth in the California Corporations Code and the relevant merger agreement necessary to consummate the corporate merger of the nonprofit corporations, Endeavor and KIPP SoCal Public Schools (“KIPP SoCal” or “Surviving Corporation”), and is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, in accordance with California law and *LAUSD Policy and Procedures for Charter Schools* (“LAUSD Policy”), changes to the governance and/or corporate structure, including corporate mergers between entities operating District-authorized charter schools, constitute a material revision;

D. **WHEREAS**, as memorialized in the Charter, Endeavor College Prep is currently approved to be operated by Endeavor;

E. **WHEREAS**, KIPP SoCal is a California non-profit corporation operating several LAUSD-authorized independent charter schools;

F. **WHEREAS**, on or about July 13, 2020, Endeavor College Prep’s Board of Directors authorized the execution of a final merger agreement with KIPP SoCal pending approval by Endeavor College Prep’s legal counsel. Endeavor College Prep’s Board Minutes are attached herewith as **Attachment A** and part of this Material Revision;

G. **WHEREAS**, on or about July 15, 2020, KIPP SoCal’s Board of Directors authorized the negotiation and execution of a merger agreement with Endeavor. KIPP SoCal’s Board Minutes are attached herewith as **Attachment B** and part of this Material Revision;

H. **WHEREAS**, the Charter School’s governing board convened a meeting on October 14, 2020 and adopted a resolution (“Resolution”) to materially revise the Charter to reflect changes in “the governance structure of [Endeavor College Prep and] to identify KIPP SoCal as the entity that will govern and operate Endeavor College Preparatory....” The Resolution is attached herewith as **Attachment C** and part of this Material Revision;

I. **WHEREAS**, the Resolution states that “representatives from Endeavor and KIPP SoCal have held discussions regarding the desire and intent for Endeavor to join the KIPP SoCal charter management organization and for KIPP SoCal to support and govern Endeavor College Preparatory Charter School for the benefit of the children, parents, and staff of both Endeavor and KIPP SoCal, beginning in the 2021-22 school year (“Consolidation”);

J. **WHEREAS**, Endeavor and KIPP SoCal entered into an Agreement of Merger (“Merger Agreement”), dated December 18, 2020, memorializing their intent that Endeavor be merged with and into KIPP SoCal, the Surviving Corporation, with the Surviving Corporation surviving the Merger subject to the terms and conditions outlined in the Merger Agreement. The Merger Agreement is incorporated herewith by reference and part of this Material Revision;

K. **WHEREAS**, the Merger Agreement states that Endeavor shall merge with and into the Surviving Corporation, the separate corporate existence of Endeavor shall cease; the Surviving Corporation shall continue its corporate existence under the Corporations Code; the Surviving Corporation shall succeed to all the rights and property of Endeavor and shall be subject to all of the debts, liabilities, and obligations of Endeavor; and the merger shall have all other effects prescribed by applicable law;

L. **WHEREAS**, pursuant to the California Corporations Code and upon the effective date of the consummation of the merger, as set forth in the Merger Agreement, the separate corporate existence of Endeavor shall cease and KIPP SoCal shall continue as the operating entity and governing board of Endeavor College Prep; and

M. **WHEREAS**, upon LAUSD Board of Education approval of this Material Revision, the Charter School shall ensure that all applicable laws governing the Merger Agreement including the California Corporations Code, and the terms and conditions set forth in the Merger Agreement, are satisfied;

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.
2. All relevant sections of the Charter shall be revised to reflect the following: the corporate merger between Endeavor and KIPP SoCal, KIPP SoCal as the operating entity and governing board of the Charter School, any new state and federal laws enacted and/or have taken effect since the last renewal of Endeavor College Prep's Charter, and alignment with KIPP SoCal's policies and procedures, as noted in Paragraphs 2 to 4 below.
3. **Element 8 – Admission Requirements**: The *Admission Preferences* in Element 8 of the Charter shall be deleted in its entirety and replaced with the following preferences, to conform with KIPP SoCal's admission practices:
 - “Students whose address of residence lies within the published boundaries of the District.
 - Siblings of students currently enrolled at the Charter School.
 - Children of KIPP SoCal Public Schools employees, except temporary employees (as long as that number does not exceed 10% of total enrollment).
 - Students currently enrolled in and attending a KIPP SoCal Public School in the immediate prior grade level to the Charter School's instructional grade level that has vacancies, who seek to enroll in the Charter School for that grade level, 20 U.S.C. section 7221i(2)(H)(ii). The Charter School is part of the network of schools affiliated with KIPP SoCal Public Schools.
 - Children of Founders,¹ employees, and Board Members (no more than 10% of total enrollment may be enrolled under this exemption). We feel it is important that employees and current and Founding Board Members are willing to stand behind the quality of the program they helped create, and sending their own children to the school is a testament of their belief in the program.”

4. **Element 11 - Employee Retirement Systems**: Excluding the District's required language, all provisions in Element 11 shall be deleted in its entirety and replaced with the following:

“All Charter School instructional staff will participate in Social Security and will have the option to join a 401(k) plan. The Charter School will participate in the State Teachers' Retirement System or the Public Employees' Retirement System. KIPP SoCal Schools Director of Human Resources will be responsible for ensuring that appropriate and timely arrangements for coverage under Social Security and the 401(k) have been made.

¹ The revised Charter states that, “The Charter School will follow the District's Founding Parents/Founders policy as adopted on February 7, 2012. For these purposes, “Founders” are defined as individuals who served on the Endeavor College Preparatory Charter School Founding Board or Governing Board prior to the school's opening on September 9, 2009 or who served on the Futuro College Preparatory Elementary School Founding Board or Governing Board prior to the school's opening on September 7, 2010. A list of Founders will be provided to LAUSD in accordance with District policy.”

Certificated Staff Members

In addition to CalSTRS, full-time certificated teaching positions can participate in the 401(k). KIPP SoCal 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.

5. Other details of the Material Revisions to the Charter are reflected and set forth in the revised Charter of Endeavor College Prep entitled, "Material Revision Submitted December 3, 2020", attached herewith as **Attachment D** and incorporated by reference and part of this Material Revision.

6. Endeavor and/or Charter School agree to make all documents available to the District, including but not limited to the California Secretary of State-filed Certificate, the Merger Agreement, financial documents, transfer of assets, new board membership, disclosures, credentialing, and other relevant corporate merger documentation involving Endeavor and the Surviving Corporation.

7. **Updated District Required Language**: The Charter shall be revised to update and incorporate the Board of Education's approved "Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020", attached herewith as **Attachment E** and incorporated by reference as part of this Material Revision.

8. **Budget**: All prior budgets and cash flow projections submitted for or by the Charter School shall be replaced by the Charter School's revised budget(s), financial and cash flow projections attached herewith as **Attachment F** and incorporated by reference and part of this Material Revision.

9. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.

10. All other provisions set forth in the Charter shall remain in effect and enforceable.

11. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

12. The Parties agree that the approval of this Material Revision shall be contingent upon Endeavor and/or Charter School meeting all requirements set forth in the California Corporations Code and the Merger Agreement necessary to consummate the corporate merger of the nonprofit corporations Endeavor and the Surviving Corporation.

13. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

14. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: 6-28, 2021

ENDEAVOR COLLEGE PREPARATORY
CHARTER SCHOOL, INC.

By: Edward Morris

Title: Co-founder and Chief External Officer

Authorized Representative of Endeavor College Preparatory
Charter School, Inc.

DATED: June 29, 2021

LOS ANGELES UNIFIED SCHOOL DISTRICT

By: [Signature]

Title: Director

Authorized Representative of Los Angeles Unified School
District

Attachments:

- A. Minutes of the Endeavor Governing Board's Regular Meeting dated July 13, 2020
- B. Minutes of the KIPP SoCal Governing Board's Special Meeting dated July 15, 2020
- C. Resolution of the Endeavor Governing Board dated October 14, 2020
- D. Revised Charter of Endeavor College Prep
- E. Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020
- F. Endeavor College Prep's Updated Budget, Financial, and Cash Flow Projections



Endeavor College Prep Board Meeting Minutes APPROVED

Monday, July 13, 4:00 p.m.

Board Members:	Present	Absent
Mr. Brandon Ammann	X	
Ms. Michelle Cheang	X	
Mr. Emilio Gonzalez	X	
Mr. Julie Jhun	X	
Ms. Leticia Ochoa		X
Ms. Brooke Rios		X
Ms. Nazareth Riquelme	X	
Mr. Manuel Romero	X	
Ms. Tammy Stanton	X	
Mr. Todd Sugimoto	X	
Quorum	Yes	

Held virtually via video conference

Non-Board Members in attendance:

-
- Mr. Edward Morris (Founder)
 - Mr. Ruben Alonzo (Head of School)
 - Mr. David Marositz (Director of Operations)
 - Ms. Yolanda Gutierrez (ExED)
 - Ms. Marcia Aaron (KIPP)

Description
<p>Call to Order E. Gonzalez called a meeting of the board of directors of Endeavor College Prep Charter School to order at 4:06 p.m.</p> <p>Approval of Agenda E. Gonzalez made a motion to approve the agenda as amended: the Academic Excellence agenda item was incorporated into the School Report section. T. Stanton seconded the motion.</p>

Aye: B. Ammann, M. Cheang, E. Gonzalez, J. Jhun, N. Riquelme, M. Romero, T. Stanton, T. Sugimoto

Public Comment – No one requested to make public comment at this meeting.

Consent Agenda

E. Gonzalez made a motion to approve the **Consent Agenda**, including the following items:

- June Regular Meeting Minutes
- Annual Statement of Need
- Director of operations as bank signer
- Credit cards for new head of school and director of operations

T. Stanton seconded the motion.

Aye: B. Ammann, M. Cheang, E. Gonzalez, J. Jhun, N. Riquelme, M. Romero, T. Stanton, T. Sugimoto

Finance

Y. Gutierrez shared the finance report.

E. Gonzalez made a motion to approve the **May financials**, including the income statement, the balance sheet, and the check register.

T. Stanton seconded the motion.

Aye: B. Ammann, M. Cheang, E. Gonzalez, J. Jhun, N. Riquelme, M. Romero, T. Stanton, T. Sugimoto

The Consolidated Application was withdrawn from the agenda and will be presented in August.

School Report

R. Alonzo shared priorities for this academic year as well as reopening plans. Discussion regarding issues with receiving chromebooks in a timely manner due to the delays with delivery. Updates regarding staffing and new DOO hire. Current openings of 7 TAs and 1 math teacher.

D. Marositz presented enrollment updates. Currently, there are 639 enrollments for 2020-2021; 24 open seats impacted by the uncertainty of reopening due to COVID-19.

R. Alonzo shared successes (strategic planning, summer PD, hiring, and enrollment) and challenges (hiring TAs, digital divide, budget constraints).

R. Alonzo shared an overview of ECP's plans for distance learning and blended learning program for 2020-21.

E. Morris shared updates on the charter landscape.

Governance

E. Morris shared general governance updates.

N. Riquelme made a motion to **authorize Board Chair to execute final Merger Agreement document pending attorney’s approval of language.**

T. Sugimoto seconded the motion.

Aye: B. Ammann, M. Cheang, E. Gonzalez, J. Jhun, N. Riquelme, M. Romero, T. Stanton, T. Sugimoto

T. Sugimoto made a motion to **provide Board Chair authorization to submit a Material Revision to LAUSD and designate the following individuals: E. Morris as Lead petitioner; R. Alonzo as school leader; and R. Vidana as on-site financial manager.**

M. Cheang seconded the motion.

Aye: B. Ammann, M. Cheang, E. Gonzalez, J. Jhun, N. Riquelme, M. Romero, T. Stanton, T. Sugimoto

T. Stanton made a motion to **authorize Board Chair to execute final Transition Services Agreement document pending attorney’s approval of language.**

T. Sugimoto seconded the motion.

Aye: B. Ammann, M. Cheang, E. Gonzalez, J. Jhun, N. Riquelme, M. Romero, T. Stanton, T. Sugimoto

E. Morris shared updates to and Board confirmed committee and task force assignments.

M. Cheang left the meeting at 6:05 p.m.

M. Romero made a motion to **approve Board officers, maintaining the current slate of officers.**

J. Jhun seconded the motion.

Aye: B. Ammann, E. Gonzalez, J. Jhun, N. Riquelme, M. Romero, T. Stanton, T. Sugimoto

N. Riquelme made a motion to **approve the change in title for Founder to Chief External Officer pending LAUSD approval.**

E. Gonzalez seconded the motion.

Aye: B. Ammann, E. Gonzalez, J. Jhun, N. Riquelme, M. Romero, T. Stanton, T. Sugimoto

The offer letter for the Founder/Chief External Officer was withdrawn and will be considered at the August board meeting.

Facilities

E. Morris shared updates about the Arts in Action space, including lease agreement status and contingency plans.

Closing

E. Gonzalez adjourned the meeting at 6:39 p.m.

July 15, 2020 3:00pm - 4:30pm
KIPP SoCal Public Schools - Zoom

Board members present: M. Armona, C. Bermudez, R. Bishop, M. Carlisle, C. Criswell, P. Feder, E. Kavounas, J. Miller, M. Montoya, F. Reddick, L. Rodriguez, N. Parraz (joined at 3:12 PM)

Board members absent: H. Lord, J. Berg

KIPP SoCal team members present: M. Aaron, M. Aceves, K. Salyer, B. Sanchez, A. Martinez, C. Bocanegra, D. Greenberg, L. Brianza, C. Westmoreland

Guests: T. Morris (ECP), N. Riquelme (ECP), E. Gonzalez (ECP)

I. Welcome and Call to Order

J. Miller called a special meeting of the Board of Directors of KIPP SoCal Public Schools to order on July 15, 2020 at 3:03pm.

Quorum was reached at 3:03pm.

II. Public Comment

Two KIPP SoCal family members joined the virtual meeting to share their positive experiences with KIPP SoCal and express their gratitude for KIPP SoCal leaders, teachers, and team members during this difficult time.

III. Governance

J. Miller shared that three current KIPP SoCal Board Members' terms had expired. J. Miller clarified that the Governance Committee had discussed each individual's membership and that EJ Kavounas, Frank Reddick, and Mel Carlisle had each expressed interest in renewing their terms as KIPP SoCal Board Members.

L. Rodriguez motioned to renew EJ Kavounas' term as a KIPP SoCal Board Member effective July 1, 2020, R. Bishop seconded the motion.

Yay (8) M. Armona, C. Bermudez, R. Bishop, C. Criswell, P. Feder, J. Miller, M. Montoya, L. Rodriguez
Nay (0)

M. Armona motioned to renew Frank Reddick's term as a KIPP SoCal Board Member effective July 1, 2020, E. Kavounas seconded the motion

Yay (9) M. Armona, C. Bermudez, R. Bishop, C. Criswell, P. Feder, E. Kavounas, J. Miller, M. Montoya, L. Rodriguez
Nay (0)

P. Feder motioned to renew Mel Carlisle's term as a KIPP SoCal Board Member effective July 1, 2020, E. Kavounas seconded the motion

Yay (10) M. Armona, C. Bermudez, R. Bishop, C. Criswell, P. Feder, E. Kavounas, J. Miller, M. Montoya, N. Parraz, L. Rodriguez
Abstained (1) F. Reddick
Nay (0)

IV. Consent Agenda

M. Montoya motioned to approve all items on the consent agenda, R. Bishop seconded the motion

Yay (11) M. Armona, C. Bermudez, R. Bishop, M. Carlisle, C. Criswell, P. Feder, E. Kavounas, J. Miller, M. Montoya, N. Parraz, L. Rodriguez
Abstained (1) F. Reddick
Nay (0)

V. KIPP SoCal Update

M. Aaron discussed KIPP SoCal's 2020 results, including hiring, credentialing, budget, and enrollment. M. Aaron shared context around KIPP SoCal's decision to begin the 2020-2021 school year in a 100% distance learning model. M. Aaron presented on KIPP SoCal's COVID-19 task force, SB 98 requirements, and core elements of schools' distance learning programs.

L. Brianza, Director of Public Programs & Authorizer Relations, introduced the Los Angeles County Office of Education Memorandum of Understanding voting item. L. Brianza outlined the contents of the MOU, including the terms & conditions for authorization. M. Armona asked about next steps with LACOE.

C. Criswell motioned to approve the Los Angeles County Office of Education's MOU, M. Carlisle seconded the motion.

Yay (12) M. Armona, C. Bermudez, R. Bishop, M. Carlisle, C. Criswell, P. Feder, E. Kavounas, J. Miller, M. Montoya, N. Parraz, F. Reddick, L. Rodriguez
Nay (0)

M. Aaron outlined key drivers of the strategic partnership between KIPP SoCal and Endeavor College Prep. F. Reddick shared additional details about the terms of the proposed Transition Services Agreement and Merger Agreement.

F. Reddick motioned to authorize KIPP SoCal management to negotiate and execute a transition services agreement to provide immediate, targeted support to Endeavor College Prep, R. Bishop seconded the motion.

Yay (12) M. Armona, C. Bermudez, R. Bishop, M. Carlisle, C. Criswell, P. Feder, E. Kavounas, J. Miller, M. Montoya, N. Parraz, F. Reddick, L. Rodriguez
Nay (0)

C. Bermudez motioned to authorize KIPP SoCal management to negotiate and execute a merger agreement with Endeavor College Prep, P. Feder seconded the motion.

Yay (12) M. Armona, C. Bermudez, R. Bishop, M. Carlisle, C. Criswell, P. Feder, E. Kavounas, J. Miller, M. Montoya, N. Parraz, F. Reddick, L. Rodriguez
Nay (0)

VI. Real Estate Committee

K. Salyer provided an overview of the property at 1421 S. Soto Street. K. Salyer discussed the Real Estate Team's process to assess the property and determine necessary tenant improvements. K. Salyer shared that the Real Estate Committee had met earlier in the week to discuss the project and that the committee had voted to recommend the Board approve the terms of the proposed lease. K. Salyer presented potential next steps.

F. Reddick motioned to approve the terms of the proposed lease and delegate the authority to approve the final lease at 1421 S. Soto St. and the costs of related tenant improvements to the Real Estate Committee., C. Criswell seconded the motion.

Yay (12) M. Armona, C. Bermudez, R. Bishop, M. Carlisle, C. Criswell, P. Feder, E. Kavounas, J. Miller, M. Montoya, N. Parraz, F. Reddick, L. Rodriguez

Nay (0)

VI. Adjourn

There being no further business to discuss, J. Miller adjourned the special meeting of the KIPP SoCal Board of Directors at 4:04pm.

**ENDEAVOR COLLEGE PREPARATORY CHARTER SCHOOL, INC.
BOARD OF DIRECTORS
BOARD RESOLUTION**

**RESOLUTION APPROVING CHARTER MATERIAL REVISION AND INTENT TO
MERGE WITH KIPP SOCAL PUBLIC SCHOOLS**

WHEREAS, Endeavor College Preparatory Charter School, Inc. (“Endeavor”) is a California nonprofit public benefit corporation that operates Endeavor College Preparatory Charter School, a California public charter school; and

WHEREAS, KIPP SoCal Public Schools (“KIPP SoCal”) is a California nonprofit public benefit corporation that operates public charter schools throughout Southern California; and

WHEREAS, representatives from Endeavor and KIPP SoCal have held discussions regarding the desire and intent for Endeavor to join the KIPP SoCal charter management organization and for KIPP SoCal to support and govern Endeavor College Preparatory Charter School for the benefit of the children, parents, and staff of both Endeavor and KIPP SoCal, beginning in the 2021-22 school year (“Consolidation”); and

WHEREAS, the Board of Directors (“Board”) of Endeavor finds it in the best interest of Endeavor and in furtherance of its educational and charitable purposes to submit a material revision of the Endeavor College Preparatory Charter School charter as authorized by the Los Angeles Unified School District (the “District”) and provided for in Education Code Section 47607.

NOW THEREFORE, BE IT RESOLVED, that Endeavor shall prepare a material revision of the Endeavor College Preparatory Charter School charter for submission to the District; and

BE IT FURTHER RESOLVED, that Endeavor authorizes its Chief External Officer, Edward (“Ted”) Morris, to sign the request for a material revision, execute the amendment document, and otherwise act on behalf of Endeavor with respect to the material revision application process; and

BE IT FURTHER RESOLVED, that Endeavor directs the Chief External Officer to work with the District on the details of the material revision submission, and authorizes the Chief External Officer to amend the material revision application based on the best interests of Endeavor College Preparatory Charter School; and

BE IT FURTHER RESOLVED, that Endeavor authorizes the Head of School, Ruben Alonzo, to act on behalf of Endeavor in the Chief External Officer’s absence, including communicating with the District and amending the material revision application as needed, based on the best interests of Endeavor College Preparatory Charter School; and

BE IT FURTHER RESOLVED, that the nature and scope of the major changes associated with the material revision of the Endeavor College Preparatory Charter School charter are:

1. To revise the governance structure of Endeavor College Preparatory Charter School to identify KIPP SoCal as the entity that will govern and operate Endeavor College Preparatory pursuant to the Consolidation;
2. To revise each element of the Endeavor College Preparatory charter affected by the Consolidation;
3. To update the Endeavor College Preparatory charter for any new requirement of charter schools enacted into law after the Endeavor College Preparatory charter was originally granted or last renewed, pursuant to Education Code Section 47607(b); and
4. To update the Endeavor College Preparatory charter to include new District Required Language.

PASSED AND ADOPTED by the Board of Directors of Endeavor College Preparatory Charter School, Inc. on October 14, 2020.

AYES: E. Gonzalez, J. Jhun, N. Riquelme, M. Romero, T. Stanton, T. Sugimoto

NOES:

ABSTAIN: L. Ochoa

ABSENT: B. Ammann, B. Rios



Secretary

Endeavor College Preparatory Charter School, Inc.



Original Board Approval: April 14, 2009
First Renewal: April 8, 2014
Second Renewal: November 27, 2018

KIPP Endeavor College Preparatory Charter School

Charter Renewal
Respectfully Submitted to the
Los Angeles Unified School District

Material Revision Submitted December 3, 2020

Contact: Edward Morris, Executive Director
emorris@endeavorcollegeprep.org
(323) 800-4125

Endeavor College Preparatory Charter School prepares our students with the academic skills, character traits, and intellectual discipline to excel as leaders in high school, college, and their community.

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Assurances, Affirmations, and Declarations

Endeavor College Preparatory Charter School (also referred to herein as “Endeavor College Prep” or “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7

(commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the

reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

1.1 General Information

<u>GENERAL INFORMATION</u>	
● The contact person for Charter School is:	Edward Morris
● The contact address for Charter School is:	1263 S. Soto St.
● The contact phone number for Charter School is:	(323) 800-4125
● The proposed address or ZIP Code of the target community to be served by Charter School is:	90023
● This location is in LAUSD Board District:	2
● This location is in LAUSD Local District:	East
● The grade configuration of Charter School is:	TK-8
● The number of students in the first year will be:	663
● The grade level(s) of the students in the first year will be:	TK-8
● Charter School's scheduled first day of instruction in 2019-2020 is:	August 20, 2019
● The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	663
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	traditional, single-track, extended day
● The bell schedule for Charter School will be:	7:30 a.m. - 4:00 p.m.
● The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

1.2 Community Need for Charter School

Endeavor College Preparatory Charter School was founded in 2009 with the mission to prepare students from eastside neighborhoods with the academic skills, character traits, and intellectual discipline to excel as leaders in high school, college, and their communities.

The school opened with 124 fourth and fifth graders and added one grade level each year until matriculating its first class of alumni to high school in 2013. Then in July of 2013, Endeavor College Prep, a fourth to eighth grade middle school, and Futuro Prep, a transitional kindergarten through third grade elementary school, merged to form one school, spanning grades TK-8, with the purpose of serving the families of our school by providing a continuous education program from kindergarten through the end of middle school.

Currently, Endeavor College Prep has the capacity to serve 663 students in transitional kindergarten through eighth grade. As of September 2018¹, our students are 98% Hispanic, 1% African American and 1% Asian. Additionally, 44% are currently English Learners and 12% receive special education services.

Endeavor College Prep and Futuro Prep were both founded with the desire to provide a high-quality and rigorous college preparatory education for students in some of L.A.'s most underserved communities. We have been recognized for our commitment to do so. Some of our accomplishments include:

- Endeavor College Prep was named a 2012 California Distinguished School. We were one of only four charter schools in the Los Angeles Unified School District to be awarded the honor that year.
- In its first year of participating in state testing, the Futuro Prep students scored 908 API on the California Standards Test, making it the highest-performing elementary school in Boyle Heights.
- In the fall of 2012, Endeavor College Prep was invited to join the Excellent Schools Network (ESN). The ESN is a select group of schools founded through the Building Excellent Schools fellowship that have demonstrated the strongest academic results, sound organizational practices, and the genuine ability to close the achievement gap in their communities.
- The USC Rossier School of Education's School Performance Dashboard was developed to strengthen accountability among California's charter schools.² Each year, they publish a ranking of the state's top charter schools, and in 2013 Endeavor College Prep was ranked #8 among the state's 759 charter elementary and middle schools.
- In 2016, Endeavor College Prep was the beneficiary of the largest single grant to date from Great Public Schools Now, which invested \$2.5 million to help Endeavor College Prep obtain and renovate a private facility and overcome the challenge of being split across three LAUSD co-locations.

¹ These data were taken from Endeavor College Prep's student information system on September 27, 2018.

² The report drew on data from 2005 to 2012 to rate charter schools across multiple measures of financial health and academic performance, including state test scores, and classroom spending.

Academic Performance vs. Similar Schools and Schools the Pupils Would Otherwise Attend

Endeavor College Prep meets the statutory criteria for renewal per Education Code section 47607(b). To determine renewal eligibility, LAUSD utilizes criterion 4 of this section of the Education Code, which states,

The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Percentage of Students Meeting or Exceeding Standard on CAASPP³

School	2015-16 ELA	2016-17 ELA	2017-18 ELA	2015-16 Math	2016-17 Math	2017-18 Math
Endeavor College Prep	42	41.71	34.33	32	32.47	22.83
Los Angeles Unified	39	39.55	42.31	28	29.86	31.32
Similar Schools Median	26.5	26.41	29.67	20.5	20.5	23.2
Arlington Heights El.	23	21.08	24.75	14	14.83	19.7
Bushnell Way El.	27	27.59	25.77	23	20.51	19.59
George De La Torre El.	18	18.77	22.99	14	19.65	23.19
Liggett Street El.	34	32.40	33.33	27	27.62	28.19
Logan Academy of Global Ecology	26	28.73	30.48	11	18.48	12.22
Napa Street El.	19	25.23	28.32	16	29.30	25.33
118 Street El.	26	34.53	37.38	32	34.73	41.16

³ Data in this table were taken from the Data Set provided to The School by LAUSD during the 2018 Annual Performance Based Oversight Visit.

Pacoima Charter El.	33	27.32	35.72	30	32.31	33.73
Panorama City El.	15	18.60	29.03	14	16.73	25.3
Plummer El.	24	21.96	30.30	17	18.58	26.57
Ricardo Lizarraga El.	27	24.17	23.81	18	17.26	18.79
Saturn Street El.	30	24.57	35.93	28	16.95	23.21
Sunny Brae Avenue El.	32	31.23	26.98	27	21.79	21.2
Trinity Street El.	25	16.12	25.88	30	20.49	18.78
Utah Street El.	34	30.65	34.04	15	21.54	18.62
Victory Boulevard El.	36	36.11	45.26	23	30.62	35.23
Resident Schools Median	24	28.38	33.48	18	22.37	22.34
Malabar Street El.	30	33.6	33.24	22	25.86	31.05
El Sereno Middle	31	29.43	37.59	25	24.05	32.26
Eastman Avenue El.	26	20.05	29.46	20	15.86	22.22
Lorena Street El.	21	27.48	36.94	11	15.65	17.70
Christopher Dena El.	31	33.33	26.26	20	24.75	20.43
William R. Anton El.	18	19.11	28.16	18	21.58	22.61
Belvedere Middle	24	27.75	30.83	15	18.39	21.05
Hollenbeck Middle	31	39.13	41.08	22	30.15	31.22
Florence Nightingale Middle	22	32.86	38.07	22	28.99	28.66

Sunrise El.	24	26.46	33.48	20	27.57	29.86
Second Street El.	20	27.14	30.96	18	16.04	22.34
Robert L. Stevenson Middle	26	32.46	34.94	16	18.25	18.98
Sheridan Street El.	18	21.75	28.42	15	18.36	19.62
Breed Street El.	29	30.59	42.79	18	24.77	29.49
Euclid Avenue El.	28	35.22	35.88	24	24.46	30.03
Evergreen Avenue El.	21	28.38	34.44	17	22.37	28.03
Belvedere El.	16	14.73	25.42	18	13.74	23.48

As demonstrated above in the table of academic performance for two of the three the most recent years for which comparison data are available, Endeavor College Prep outperformed every school from the comparison set of public schools our scholars would have otherwise attended and similar schools from throughout the District, with the exception of a single school that outperformed us by just over 2% in math one year. Endeavor College Prep also outperformed the District as a whole.

On the most recent SBAC, Endeavor College Prep had declines in both ELA and Math for the first time since this state exam was introduced. It is also the first time that Endeavor College Prep' overall performance has not been at the top of the list when compared to our resident and demographically similar schools. Before addressing the causes of this decline and the measures we have put in place to increase academic achievement for the 2018-19 school year, we will put last year's scores in perspective as the Charter Schools Division considers Endeavors academic performance in the context of charter renewal.

Endeavor College Prep CAASPP Subgroup Performance

Percentage of Students Meeting or Exceeding Standard	2015-16 ELA	2016-17 ELA	2017-18 ELA	2015-16 Math	2016-17 Math	2017-18 Math
All Students	42	41.71	34.33	32	32.47	22.83
English Learners	15	21.05	13.89	12	13.53	11.08
Latino	42	41.16	34.17	33	32.28	22.81
Socioeconomically Disadvantaged	42	41.26	33.33	33	31.78	21.98
Student with Disabilities	20	23.73	15.79	20	20.34	7.02

Analysis of our CAASPP performance at the subgroup level reveals the following:

- The Latino subgroup and Socioeconomically Disadvantaged subgroup have been performing much better than the other subgroups for the past three years. Most students at Endeavor are members of these subgroups. This past year over 90% of our students were socioeconomically disadvantaged and over 99% were Latino.
- Our EL subgroup has underperformed the school as a whole and other subgroups in both ELA and math over the past 3 years, except the students with disabilities subgroup (SWD) in math in 2017-18.
- Our ELs were the subgroup that declined the least this past year; however they already had a lower percentage of students meeting or exceeding the standards the year before.
- The most precipitous drop in scores this year was in the math scores of the SWD subgroup, which fell by over 13%.

With that context explained, the test score decline is something we are taking very seriously and we have put a number of things in place for the 2018-19 school year to ensure that our students are back on track for a college-preparatory education. There are several factors that we believe contributed to the decline in test scores.

1. We moved into a new building at the beginning of the 2017-18 school year. There were construction delays which prevented us from getting into the facility for our full August professional development and impacted our ability to develop systems to create a strong school culture. This resulted in lost instructional time and undesirable student behaviors, both leading to a decline in the quality of instruction and student learning.

2. Another consequence of the construction delays was that we didn't have high-speed internet for the first couple of months of the 2017-18 school year. This disrupted our internal assessment cycle and prevented us from having baseline academic achievement data. This prevented us from utilizing tools we had set up for pulling small groups, our Response to Intervention program, SSPTs, and creating a culture based around data. It also meant that when we did do this testing later, it wasn't as efficient.
3. Transitioning into one building allowed us to reexamine our former organizational structure which led to changes both mid-year last year and at the beginning of this school year.
4. We realized a few months into the school year last year that the new ELA curriculum we had implemented in TK- 5th grade was not leading to desired student growth. We decided to switch to a different TK5 ELA curriculum mid-year called *Benchmark Advance*. This meant there was a significant learning curve mid-year for our teachers and coaches; students had gaps because they started the curriculum late; and it was a struggle to ensure all standards were adequately taught.

There are other aspects of the 2017/18 school year that went well, that we are continuing to strengthen in order to maximize our gains.

1. Response to Intervention—This program was started last year but got a late start due to the lack of baseline data from tech issues. With our i-Ready data from the first few weeks of school, instructional assistants have been able to pull intensive intervention groups under the supervision of the RtI coach. These groups are meant to support EL's as well as other students that are behind.
2. ELD— We recognize that English proficiency is necessary for accessing all other content. In January of last year, we hired a new ELD teacher for implementing daily pull-out instruction for designated ELD for 6-8th graders. This pull-out program continues this year and she also pushes in to other classes to offer language support for our ELs. Our ELD support is described in more detail in our response to the next question.
3. Co-Teaching—We have always had two teachers per classroom in our TK-5 classrooms, but this year we have set a focus on maximizing the effectiveness of the co-teaching. We spent the summer learning about four specific co-teaching models that our teachers use throughout different parts of the day. TK-5 teachers co-teach throughout the entire day. Instructional coaches observe the teachers regularly to support the implementation and hold accountable for utilizing the most effective model of co-teaching for the given lesson. This is meant to provide maximum support and differentiation for students. This is how we ensure that students in subgroups that are in need of greater support have more opportunity to master the material.

In the absence of Academic Performance Index (API) scores and updated renewal criteria from the State, the California Charter Schools Association (CCSA) has created an Academic Accountability Report to provide an objective comparative measure for evaluating charter schools based on publicly available academic indicators.

Like the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) also known as “Distance from Standard” (DFS) as a status measure for academic progress. CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools’ average CAASPP results. Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100). A school’s percentile and decile rankings are used to evaluate whether the school is meeting minimum academic performance.

CCSA’s accountability framework is in alignment with California Education Code §§47607 in its similar use of State Rank and Similar Schools Ranks as well as prioritizing “pupil academic achievement for all groups of pupils served by the charter school as the most important factor” in determining whether to advocate for the renewal or non-renewal of the school. CCSA uses California Education Code §§52066 in determining what to classify as an indicator of academic achievement.

Per CCSA’s accountability framework, as described below, our school is *above* CCSA’s minimum academic criteria and has met the academic threshold for CCSA’s public advocacy support for renewal.

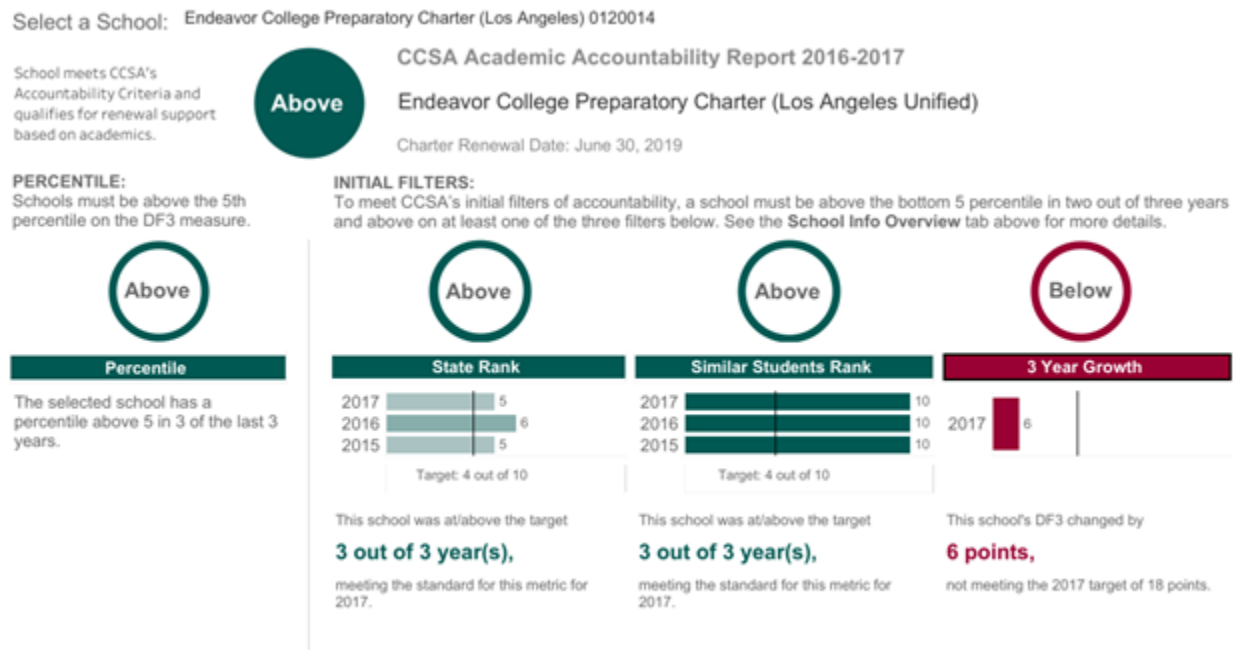
Every school in the Los Angeles Unified School District catchment is evaluated on the following criteria, and is considered “above” if the school is able to demonstrate academic success on at least one of the following metrics:

- **State Rank (Academic Status):** DF3 decile rank of 4 or more in 2 of the past 3 years (DF3 is described below). Academic Status is the school’s DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of 4 or more in 2 of the past 3 years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school’s tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past 3 years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school’s average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

While Endeavor College Prep did not reach the growth goal of +18 in three years, we did show positive growth over those years. Per CCSA, the growth goal is less relevant for schools that are already scoring “above” in the other three accountability categories.



LAUSD Performance-Based Oversight Visit Report Scores

Finally, for all four years of this term of Endeavor College Prep’s charter, The School received a rating of “Proficient” in the Student Achievement and Educational Performance section of LAUSD’s Annual Performance-Based Oversight Visit Report.

We believe that our early successes cannot be attributed to a single innovative feature of our program. Instead there are a number of components that each played an important part. Each of these components is explained in further detail throughout this charter petition. The components and the section in which they can be found are:

- Firm Belief in Our Mission (section 1.10)
- Culture of High Expectations (section 1.10)
- More Time on Task (section 1.10)
- Co-teaching in Elementary Grades (section 1.13)
- Focus on Literacy (section 1.10)
- Focus on Math (section 1.10)
- Frequent Assessment and Data-Driven Instruction (section 1.14)
- Tiered Academic Support (section 1.14)
- Character Development and PRIDE Values (1.9)
- Parents as Partners (1.10)

- Talented Educators (section 1.24)
- Professional Development (section 1.25)

Of these components, the ones that have had the most significant impact in recent years are listed below. In our reflection of what has defined Endeavor College Prep when we were at our best over the past 9 years, we identified the components below. Accordingly, we have committed to doubling down on these features for the 2018-19 school year, as we are confident that these features will reverse the recent decline in academic performance and elevate the school back to the high achievement we have demonstrated in the past.

Culture of High Expectations – Specifically, when we saw our behavior expectations declining over the course of the 2016-17 and 2017-18 school years, we saw academic achievement slow and decline. We implemented a student culture reset in January of 2018 and have spent time improving the student culture to return to our higher expectations. We have seen academic results begin to improve and now in the beginning of the 2018-19 school year, we see the high expectations leading to more time on task and a higher ratio of student engagement in lessons.

Co-Teaching – The four years of this charter term have been very challenging for hiring talented educators due to the state-wide teacher shortage. The co-teaching model has been helpful as we have had to hire many inexperienced teachers, and the ones who have been paired with strong partner teachers for co-teaching have benefited from their mentorship. We have made co-teaching a focus for this year and have hired an instructional coach whose role is to focus on effective implementation of the model and leaning professional development about co-teaching best practices.

Data Driven Instruction – Leveraging the power of the differentiation we can get from the co-teaching model requires teachers to have a clear picture of exactly what each student needs to be pushed to the next level. When Endeavor College Prep had strong interim assessments that aligned well to the state test (pre-Common Core, when we used Data Director during the California Standards Test) we saw tremendous student growth. In the early years of SBAC while we were searching for a well-aligned interim assessment and then last year when delays in completing the internet infrastructure in our new building disrupted our normal assessment cycles, we were not able to replicate the success of the earlier years. We know this a critical component for student success, and we are earnestly implementing a data driven program this year.

Professional Development – The amount of time we have dedicated to professional development in our annual calendar has also been very impactful. It has been important for the inexperienced teachers who needed classroom management skills. It has been necessary as we rolled out new curricula for math, ELA, and ELD over the past two years. We would not have been as successful with the student culture reset discussed above if we didn't have the two full pupil-free PD days we dedicated to rolling out and practicing new systems with our teachers.

Areas of Challenge

English Learner Reclassification Rates - While Endeavor College Prep had success early in this term of our charter and reclassified over 20% of our English Learners (ELs) in 2015, in recent years, the reclassification rate has not been lower than our comparison schools. We recognize English proficiency as critical for us to achieve our mission of preparing our scholars for college and have put a number of things in place to improve our reclassification rate:

- Hired a full-time English Language Development (ELD) teacher to teach pull-out designated ELD classes to our middle school students during their differentiated reading or differentiated math class. Our unique middle school schedule which includes a daily differentiated math and differentiated reading class in addition to the normal grade-level standards-based math and reading classes allows the opportunity for pull-out ELD instruction to occur without our ELs losing any core content time.
- Invested in new English Language Arts (ELA) curriculum for grades TK-6, *Benchmark Advance*, which has a strong designated ELD component and integrated ELD strategies throughout.
- Invested summer professional development (PD) time for all teachers for topics for maximizing the effectiveness of our co-teaching model so that differentiated grouping during TK-5 small-group work time can be used for designated ELD instruction.
- In restructuring our instructional coaching team, identified one coach as owning middle school humanities and K-8 ELD. In the past ELD was collectively “owned” by everyone, which meant that no one truly felt the pressure of ownership. This year with one person identified as the owner and accountable for the success of the program, ELD will be taken much more seriously.
- Re-wrote our EL Master Plan, making it a much more robust plan. The level of detail and attention we are paying to our ELD program has expanded the plan from a three-page document to a 20-page plan.

Data Driven Instruction - One of the innovative features in Endeavor College Prep’s academic program is data driven instruction. In our first charter term from 2009-2014, when the state was still using the California Standards Test (CST), Endeavor College Prep was very successful at using formative assessment data from interim exams to drive instructional decisions. In the early years of this term of our charter from 2014-2017 when the CAASPP program was in its infancy, we found ourselves struggling to identify reliable assessments for the skills and knowledge that is being assessed in this new era of Common Core. We tried various interim assessments during the first few years of CAASPP, including NWEA MAP, the CAASPP interims provided by the state, Illuminate’s DnA assessment, iReady Diagnostic, as well as some teacher-created items.

During those years of experimentation, our normal practice of data analysis was disrupted by ineffective data such as data that wouldn’t break down results by standard or by learning curves of teachers and students taking time to learn how to use it. We also faced challenges with technology. Internet bandwidth limitations and sharing laptop carts across multiple classrooms meant that we couldn’t have everyone test at the same time, so the testing windows were very spread out. By the time the last group’s results were ready, the first group’s data were a few weeks outdated, which made a significant difference in the effectiveness of the action plans that were based on those data. Last year we moved into a new facility, and the high-speed internet was not operational for the first couple months of the school. Without high-speed

internet, we were not able to conduct our baseline assessments, which threw off our data analysis system for last year.

For the current (2018-19) school year, we have already undergone our first round of baseline assessments and school-wide data analysis, so we are confident that the teachers will be able to tailor instruction and interventions early to the students' needs. We are committed to reclaiming data driven instruction as a core aspect of Endeavor College Prep's program. Our rallying cry for the year is, "We all use data to analyze, make, and improve our practices and systems to drive student achievement."

Tiered Academic Support and Academic Achievement for Numerically Significant Subgroups – An obvious casualty of our inability to effectively access meaningful interim data to analyze over the past few years is that students in subgroups such as EL and students with disabilities were not being supported sufficiently. Last year we hired an intervention specialist who helped create and launch a Response to Intervention (RtI) program. That program had some encouraging successes last year, and now that the structures are in place, our Instructional Assistants have been trained, and our interim assessments and data analysis systems are running, the program should be able to make significant gains for the students who need tier three supports.

We have also invested research, summer PD time, and on-going coaching focus on effectively leveraging the potential of our co-teaching model. Co-teaching offers a unique and powerful opportunity for differentiating instruction, which is how we will meet the needs of many of our students (including students from subgroups) who need tier two supports.

Facilities – In the first few years of this term of our charter, we were starting to feel the stresses placed on the school by being spread across three Prop 39 campuses for so many years, including one campus that was four miles from the other two. The challenges this created were:

- Leadership had a reduced presence with staff, students, and families
- Staff who should have had instructional coaching roles, were pulled into site-specific administrative roles, so they spent more time "putting out fires" than in classrooms pushing instruction
- Difficulty in establishing a unified student culture and difficulty upholding behavior expectations
- Student attrition due to families who did not have transportation to get to the next campus when their child matriculated to fourth grade. Also recruiting challenges for families who had siblings in grades that were split across the campuses for whom the commuting back and forth to multiple site was too inconvenient

In 2016 we were incredibly fortunate to find a facility in our target neighborhood large enough to house our entire student body and we received a significant grant to purchase and renovate the building. Managing the development project, the complicated purchase, the move, and developing new school systems and procedures for the new site required significant attention from the school

leadership making it difficult to give full attention to the academic program and school culture over the past two years.

Now that we are fully in the new building and we have had some time to analyze our operations there, we are looking forward to increased efficiencies and more effective ways of doing things. For example, we realized that our former instructional coaching structure, which was based on coaching specific grade-spans (since that is how our three campuses were organized) could be more effective if coaches were hired and assigned based on content expertise. We have put that new structure into place for the 2018-19 school year. We also realized that now that we are on a single campus, we could hire a Dean of Students to focus on student behavior issues. That was not a practical position in previous years due to the distance between the campuses (responding to behaviors was limited to only the campus he/she was on at the moment). Now we have hired a Dean who is able to respond to behaviors for any child in any grade, freeing up the instructional leaders to focus on coaching teachers instead of responding to students. When we moved into the new campus, we saw benefits for our student recruiting, too, because families signed up who said they wouldn't consider us before because they didn't want their children split across the multiple campuses.

1.3 Student Population to be Served

The Los Angeles Unified School District (LAUSD) is the largest school district in California and the second largest in the nation, serving, as of 2018, just over 694,000 students (including early education and adult education) in its 1,322 schools.⁴ The District serves a diverse student population, representing dozens of ethnicities and languages, but the majority of LAUSD students, 73.4% in 2018-19, identify themselves as Hispanic/Latino.⁵ About 23% of the District's students are English Language Learners, with over 92% of these students speaking Spanish as their native language.⁶ Like most large urban districts, LAUSD serves many students from families living below the poverty line, with 82% qualifying for free and reduced lunch through the National School Lunch Program.⁷ Over 78% of the District's students come from families identified as Socioeconomically Disadvantaged.⁸

A large percentage of students throughout Los Angeles currently attend under-performing District schools. District-wide performance on the California Assessment of Student Performance and Progress (CAASPP) is below the state average, with 39.6% of students District-wide earning a proficient or advanced score on the English-Language Arts portion of the test and 29.9% scoring

⁴https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=47248&dataid=68431&FileName=Fin gertip%20Facts2018-19_EnglishFinalDS.pdf

⁵Ibid.

⁶https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=47248&dataid=68431&FileName=Fin gertip%20Facts2018-19_EnglishFinalDS.pdf

⁷Ibid.

⁸ <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=1964733&aggllevel=district&year=2017-18>

proficient or advanced in math. As of 2017, LAUSD high schools average a 76.1% graduation rate, compared with state average of 86.6%.⁹

Among the two-thirds of LAUSD students who do receive a high school diploma, there are clear and persistent differences in college preparation among racial/ethnic groups. Studies such as the ACCORD Indicators Project described below find that students from minority groups or those raised in poverty consistently demonstrate lower levels of achievement on standardized tests and enroll in fewer college preparatory classes. As a result, poor and minority students are not adequately prepared to continue education at the college level.

The University of California ACCORD Indicators Project developed the College Opportunity Ratio (COR), a statistical indicator that reports the effectiveness of a high school in producing college-ready graduates. The COR is a ratio where the first number in the ratio represents ninth grade enrollment, the second number represents the number of graduates four years later, and the third number represents the number of graduates who successfully completed the college preparatory curriculum required for admission to both the University of California and the California State University systems. For example, a high school that had 100 ninth-graders in Fall of 1998, 50 graduates in Spring 2002, and 25 graduates who completed the A-G requirements with a C or better would have a COR of 100:50:25. Figure 1.1 illustrates how LAUSD compares with the rest of California in preparing college-ready students.

Figure 1.1 – College Opportunity Ratio

ACCORD Study College Opportunity Ratio for the Class of 2004¹⁰	
COR for the State of California	100:69:26
COR for underrepresented students across California	100:58:15
COR for Los Angeles Unified School District	100:49:20
COR for underrepresented students in LAUSD	100:44:15

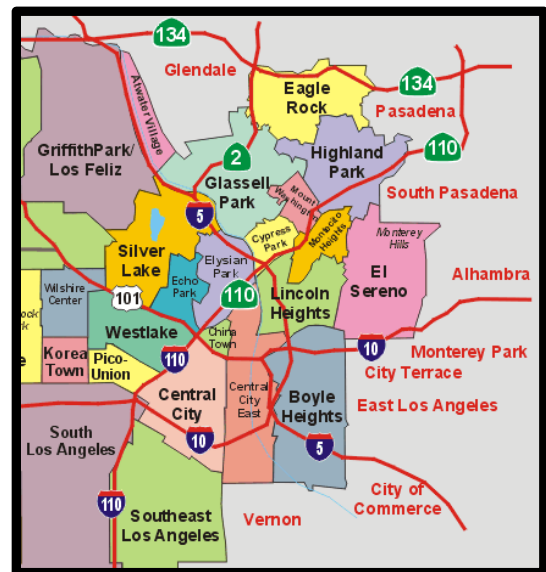
Endeavor College Prep’s current student population is made up mostly of children from the communities of Boyle Heights, Lincoln Heights and East Los Angeles. These neighborhoods are all in LAUSD’s Educational Service Center – East. The specific target neighborhood is Boyle Heights. Boyle Heights borders the Los Angeles city limits on the east and south, the LA River on the west, and Mission Road to the north. Lincoln Heights lies to the north of Boyle Heights,

⁹ <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2016-17&cds=1964733>

¹⁰ <https://ucaccord.gseis.ucla.edu/publications/pdf/Indicators2004.pdf>

Downtown LA lies to the west, Vernon is south, Commerce is southeast, and City Terrace and East LA are to the east.

Figure 1.2 - Map of Boyle Heights and Surrounding Communities



With an estimated population of 99,243 residents in 2008, the Boyle Heights community is predominantly Latino (approximately 94%).¹¹ Of all residents, 53% are immigrants and 60% are citizens. (This is based on legal residents documented in the 2000 Census¹²; actual numbers of immigrants are likely higher.) 82% percent of Boyle Heights households have children, and the average household size is 4.01.¹³

The residents of Boyle Heights are under enormous economic pressures:¹⁴

- 33% of the population live below the poverty line
- 40% of children under 17 live below the poverty line
- Median household income is \$25,188
- Per capita income is \$8,150
- 75% of residents rent their homes

In addition to being an economically impoverished community, and most importantly for this charter petition, Boyle Heights has the lowest level of educational attainment in all of Los Angeles. As outlined in Figure 1.3, nearly 70% of adult residents have not successfully completed high school. Fewer than 15% have attended either a two- or four-year college.¹⁵ Students from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.¹⁶

These facts, combined with the local schools’ pattern of achievement data previously referenced in the table of academic performance above, create an environment where students lack the academic preparation necessary for success in the 21st century and are unlikely to break the cycle of poverty.

Figure 1.3 – Boyle Heights Educational Attainment Data

¹¹ <http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/>.

¹² Census data in this document are from the 2000 census because that is the last time that Boyle Heights was broken out as census tract. The 2010 census grouped surrounding neighborhoods with Boyle Heights. We acknowledge that either choice would yield imperfect demographic data.

¹³ Census 2000.

¹⁴ Ibid.

¹⁵ Census 2000.

¹⁶ Hammond, C., et al., *Dropout Risk Factors and Exemplary Programs*. National Dropout Prevention Center Network (2007).

Census 2000: Boyle Heights Educational Attainment Data (for Adults 25 and older)	
No High School Diploma or Equivalent	69.9%
High School Graduates or Equivalent	15.3%
Some College (no degree)	8.5%
Associate's Degree	2.1%
Bachelor's Degree	3.0%
Master's Degree	0.7%
Doctorate or Professional Degree	0.5%

The surrounding schools data is particularly significant because the vast majority of LAUSD students attend their neighborhood schools, and, while students in Boyle Heights have several private schools from which to choose, there are still limited free public alternatives to the District schools. There are 11 charter schools in Boyle Heights, with 9 of these serving students in grades K-8.¹⁷ Unfortunately, a combination of lack of public awareness about the existence of the charters, the difficulty of traveling the additional distance from home to school, and waiting lists at the more successful charter schools typically prevents most families from transferring their students to these more successful charter school options.¹⁸

We at Endeavor College Prep believe that every child and family in Los Angeles, particularly those residing in Boyle Heights and the surrounding neighborhoods, deserve a choice in the public schools offered to them. Serving a demographic population that represents the local community, as outlined in the data above, we believe that we can continue to succeed in providing an education that ensures academic mastery and preparation for the rigors of high school and college.

1.4 Five-Year Enrollment Plan

During the term of this renewal, Endeavor College Prep plans to maintain its current grade-span of transitional kindergarten through 8th grade, with capacity of 36 students per homeroom. Transitional kindergarten and kindergarten students are together in split-grade classrooms. We have three TK/K classrooms with capacity of 29 students each.

Enrollment Roll-Out Plan					
Grade	2019-20	2020-21	2021-22	2022-23	2023-24
TK	15	15	15	15	15
K	72	72	72	72	72
1	72	72	72	72	72
2	72	72	72	72	72
3	72	72	72	72	72
4	72	72	72	72	72
5	72	72	72	72	72

¹⁷ <http://www.ccsa.org/schools/index.html#search-locus=boyle+heights&search-radius=2>

¹⁸ This statement was made by Vanessa Garza, math and science teacher at Stevenson Middle School in Boyle Heights. She worked with dozens of families to educate them about alternatives to the two large middle schools that most Boyle Heights children attend, but she was frequently faced with parents who would prefer to keep their children in the neighborhood, rather than attend higher-performing schools further from home.

6	72	72	72	72	72
7	72	72	72	72	72
8	72	72	72	72	72
Total	663	663	663	663	663

This enrollment plan may be modified if necessary to keep the school in a sound financial position, without compromising the quality of the education offered to our students. A material revision will be submitted to CSD, as appropriate.

1.5 Goals and Philosophy

Mission

Endeavor College Preparatory Charter School prepares our students with the academic skills, character traits, and intellectual discipline to excel as leaders in high school, college, and their community.

Vision

Endeavor College Prep will create a safe, structured environment that pushes each student to act with integrity and strive for academic excellence. We will do whatever it takes to ensure that we fulfill our mission for each and every child. Endeavor College Prep is modeled after the highest-performing urban schools in the nation. Within these highly successful school models, many school leaders talk about looking for one hundred 1% solutions, rather than expecting any one strategy to meet all the needs of a school.¹⁹ Endeavor College Prep embraces this way of thinking and will work to continually implement a variety of effective solutions to meet the students' needs. Our transitional kindergarten through eighth grade school will prepare students to make a smooth transition from elementary school to the demands of college preparatory high schools on their way to college.

KIPP SoCal's Five Pillars

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

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

¹⁹ While this sentiment is often repeated by the leaders of high-performing charter schools, it was clearly articulated by Brett Peiser, Managing Director of Uncommon Schools' Collegiate Network, during a site visit to Williamsburg Collegiate by Lead Founder, 10/20/07.

2. **Strength of Character:** Success in life depends on more than academic learning. We help students foster character strengths that are essential for their own success. And we empower them to express their voice with power and to improve the world around them.
3. **Highly Skilled Teachers & Leaders:** Great schools require great teachers and school leaders. We empower our school teams and invest in leadership and training rather than in bureaucracy.
4. **Safe & Structured Environments:** Physical and emotional safety is needed for students to take risks and learn from their successes and their mistakes. Our charter schools provide a safe, structured, and nurturing environment with minimal distractions so our students love school and maximize their learning.
5. **KIPP Through College:** Our counselors and advisors support students as they prepare for and select the right college for their needs and interests. After high school, we help KIPP SoCal alumni (defined as any student that graduated eighth grade from a KIPP SoCal middle school) navigate the social, academic, and financial challenges they might encounter while in college. KIPP Through College team members work at the School Success Team regional office and are employed by KIPP SoCal Public Schools.

1.6 What it Means to Be an Educated Person in the 21st Century

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

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

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

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement.^[4] While the quality of instruction cannot be emphasized enough, it is also important that schools focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them. Tony Wagner, a researcher from Harvard University created an evidence-based approach. Through interviews with senior executives and college admissions counselors, he determined what the seven survival skills are for workforce readiness. Therefore, to truly prepare our students to become 21st century educated persons, we must focus on these seven skills. They are:

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

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

KIPP Through College

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

- **High School Placement** : The KIPP Through College program begins by assisting KIPP SoCal students and their families with the high school placement process. Beginning in fifth grade, KIPP SoCal families know the crucial role middle school plays in their child’s trajectory to and through college. For families who did not attend a KIPP elementary school, they are introduced to KTC during the Parent Academy in the summer before 5th grade. A KTC High School Placement counselor is assigned to each KIPP SoCal middle school providing seventh and eighth grade students and their families with personalized assistance on high school selection and applications, financial aid and scholarships, and the high school transition process. KTC counselors concentrate on placing our students the highest-performing, college-preparatory

public and private high schools, making recommendations to students and families about the right match for them using clearly defined criteria for KIPP SoCal-recommended high schools. In addition to personalized services, KTC hosts an annual high school fair gathering representatives from over 50 of Los Angeles' highest performing high schools to answer enrollment questions for our middle schoolers.

- **College Access:** In high school, each student is assigned a KTC College Access counselor who stays with our alumni throughout high school, providing help with academic advising and coursework selection, standardized testing preparation, college application assistance, scholarship support, financial literacy, college planning services, and individual and family counseling. In addition to individual counseling, the KTC college access team offers important supplemental opportunities such as college tours to expose students to institutions and life outside of Los Angeles and applications to summer programs offered through KIPP college partners. Further, the KTC team leads a twelfth grade application workshop that provides intensive support with college applications.
- **College Success:** Once our alumni are in college, KTC College Success counselors provide extensive support to ensure our alumni persist on the path to college graduation, internships, and career. KTC College Success counselors visit students on their college campuses, as well as keep in touch via email and phone. Counselors discuss academic progress, financial aid, social pressures, and internship and career options. During holidays and breaks, KIPP SoCal hosts events for students while they are back in their hometowns. As part of our career-readiness efforts, KIPP SoCal has formalized the KIPP SoCal Summer Internship Program. This program connects college-aged alumni with paid work opportunities at KIPP SoCal's School Success Team office. Alumni in the program undergo a thorough preparation and selection process, that begins with skill-building workshops and culminates in an application and interview process. Our KTC College Success team worked with our Talent Acquisition team to ensure the intern interview process paralleled the hiring process of a KIPP SoCal employee. Alumni who are hired as summer interns are provided meaningful work and a summer project meant to grow their professional skills and experience.

Use of Technology

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

1.7 How Learning Best Occurs

Implementing a high-quality instructional program is paramount to KIPP SoCal's track record of success. High-quality instruction is a result of proper planning and varied instructional techniques and

methods that are relevant to students. There are four components to the Charter School's approach to high quality instruction:

1. Quality Instruction is Standards-Based. K-8 has correlated its curriculum objectives to the CCSS, Next Generation Science Standards ("NGSS"), and remaining applicable content standards adopted by the California State Board of Education. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The Charter School's expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they will encounter in middle school and high school honors and advanced placement programs.

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

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

In addition to providing high-quality academic instruction to our students, KIPP SoCal recognizes the importance of providing the social-emotional support necessary to ensure a safe and nurturing learning environment where students can thrive. A LAUSD study on the mental health of its students revealed that 98% of students reported experiencing at least one traumatic event over the past 12 months and around 50% suffered moderate-to-severe PTSD from family and neighborhood traumas like the death of a loved one, poverty, a parent suffering addiction or incarceration, or gang violence. While we cannot take away students' experiences, we can ensure our educators teach with heart and our students build resilience through the creation of trauma-informed schools with strong social-emotional learning

("SEL"). Research has repeatedly shown that the effects of trauma can make learning difficult. Thus, to fulfill our promise of preparing our KIPPsters academically for college, KIPP SoCal had to invest in a proactive approach to educating the whole child. We aim to 'heal the heart, so the brain can learn'. Based on our research and experience piloting interventions, we have identified six components that make a KIPP SoCal school trauma-informed: (1) school-wide awareness of trauma and resilience; (2) establish safety; (3) build positive adult relationships; (4) support and invest in staff; (5) collaborate with families and community, and (6) prioritize social-emotional learning ("SEL"). School is the place children spend most of their waking hours, and as the one safe space for many, we believe there is no better place to support the social-emotional wellness of children. Thus, being a trauma-informed school will be central to the Charter School's teaching philosophy.

1.8 Goals and Actions for Local Control Funding Formula (LCFF)²⁰

LCFF STATE PRIORITIES	
GOAL #1	
<p>Continue to develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SSPT/RTI to address the needs of all subgroups; measure program efficacy; and ensure maximization of human, physical, and financial resources that support the school's mission and goals.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>
Specific Annual Actions to Achieve Goal	
<ol style="list-style-type: none"> 1. Employ 26 appropriately credentialed teachers and a Principal as part of the school's base program 2. Have a special education team in place to provide instructional and social emotional supports as outlined in the students' IEPs, including a Director of Special Education, four RSP Teachers, a School Psychologist, three Instructional Aides, a Speech Pathologist, and other contracted service providers as needed. 3. Continue to implement multiple types of assessments, in order to monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. Assessments include Benchmark Advance, Illuminate Assessments, CAASPP Interim Assessments for grades 3-8. In addition, ECP will administer the following state-mandated assessments: ELPAC Initial & Summative for ELL, CAASPP ELA & Math for grades 3-8, CA Science Test for grades 5 & 8, and Physical Fitness Test for grades 5 & 7 4. Staffing, supplemental curriculum, and programs to provide academic interventions: <ol style="list-style-type: none"> a. Employ additional teachers to leverage co-teaching to provide academic support for students who struggle academically, and/or work with students who are high-achieving to further challenge them academically. 	

²⁰ The Charter School's Local Control Accountability Plan (LCAP) is reviewed and revised annually with stakeholder input, subject to approval by the SSC and Endeavor's board. The goals and actions listed in this petition were current as of our 2019 renewal and may change from year to year. The current LCAP can be provided upon request.

- b. In order to improve and strengthen the delivery of our Science instructional program, with the implementation/adoption of the NGSS standards, and CA Science Test, our school hires credentialed science teachers to teach Science, for all students in grades TK-5. Our goal is to ensure our students receive a rigorous science academic program with experiential learning opportunities that will prepare our students to excel on the CAST assessment.
 - c. Our instructional staff will align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow the achievement gaps and improve academic achievement in all subgroups. In order to improve the quality and delivery of instruction it is essential that our teachers receive ongoing personalized coaching with feedback through weekly classroom observations by six Instructional Coaches.
 - d. In order to support our struggling unduplicated students, our eight instructional assistants will provide academic support in the classroom during the instructional day and after-school (as part of the after-school program). In addition, our school will employ a student supports assistant who will collaborate with the RtI coach, attend SSPT Meetings, and provide (Spanish) translation services.
 - e. Our school will also purchase and utilize the following supplemental intervention programs and/or resources for use during the academic year and the summer program: iReady (web-based subscription), Renaissance Learning: Accelerated Reader, Fountas & Pinnell
5. Staffing to provide social-emotional and behavioral support:
- a. ECP has implemented PBIS school-wide. We employ a dean of students, who provides behavioral support with a focus on proactive prevention and alternatives to suspension.
 - b. ECP employs two counselors who provide social-emotional counseling for our students and deliver lessons on bullying, and social-emotional learning, to the classroom, during advisory. All students are enrolled in advisory that meets daily and focuses on the development of social skills and study skills. One of the counselors will be focused on monitoring student attendance/chronic absenteeism rates, and will formalize the school's process for monitoring and addressing this issue with families, in collaboration with the director of operations.
6. In order to provide students with relevant learning experiences outside of the classroom, our school will provide the following:
- a. Field trips aligned to the content standards
 - b. Awards assemblies to recognize students for attendance, academics, and PRIDE values
 - c. Monthly Merit Bash for students meeting merit goals
 - d. Student Store: Merits can be redeemed for school supplies, toys, privilege pass, free dress days, etc.
 - e. Student Performances and annual talent show
 - f. Spirit Week
 - g. Field Days: Earned Day Games
 - h. Out-of-town field trips for middle school grades

Expected Annual Measurable Outcomes

Outcome #1: Facility Inspection Tool report score of “good” or better

Metric/Method for Measuring: Plant manager will use the FIT to assess the condition of the Charter School’s physical plant

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	good	good	good	good	good	good
English Learners	n/a	n/a	n/a	n/a	n/a	n/a
Socioecon. Disadv./Low Income Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #2: Closing the gap for ELA CAASPP scale score distance from Level 3 (DF3)

Metric/Method for Measuring: Number of points from Level 3 (negative points = below Level 3)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	--41.1	-35	-30	-25	-20	-15
English Learners	-88.4	-80	-71	-64.5	-58	-52
Socioecon. Disadv./Low Income Students	-50	-42.5	-36	-31	-26	-22
Foster Youth	*	*	*	*	*	*
Students with Disabilities	-101.9	-86.6	-73.6	-62.6	-53.2	-45
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-41.5	-35	-30	-25	-20	-15
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Closing the gap for Math CAASPP scale score distance from Level 3 (DF3)

Metric/Method for Measuring: Number of points from Level 3 (negative points = below Level 3)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	-54.9	-47	-39.7	-33.7	-28.7	-24.4

English Learners	-88.7	-75.4	-64.1	-54.5	-46.3	-39.4
Socioecon. Disadv./Low Income Students	-58.3	-49.6	-42.1	-35.8	-30.4	-25.9
Foster Youth	*	*	*	*	*	*
Students with Disabilities	-125.4	-106.6	-90.6	-77.0	-65.5	-55.6
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-54.4	-46.2	-39.3	-33.4	-28.4	-24.1
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Maintain attendance rates > 95%						
Metric/Method for Measuring: Average daily attendance						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	94%	> 95%	> 95%	> 95%	> 95%	> 95%
English Learners	94%	> 95%	> 95%	> 95%	> 95%	> 95%
Socioecon. Disadv./Low Income Students	94%	> 95%	> 95%	> 95%	> 95%	> 95%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	94%	> 95%	> 95%	> 95%	> 95%	> 95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	94%	> 95%	> 95%	> 95%	> 95%	> 95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Reduce chronic absenteeism rates by 0.5% annually						
Metric/Method for Measuring: Individual student attendance rates						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	17.5%	17%	16.5%	16%	15.5%	15%
English Learners	17.5%	17%	16.5%	16%	15.5%	15%

Socioecon. Disadv./Low Income Students	17.5%	17%	16.5%	16%	15.5%	15%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	17.5%	17%	16.5%	16%	15.5%	15%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	17.5%	17%	16.5%	16%	15.5%	15%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Maintain middle school dropout rates less than 1%

Metric/Method for Measuring: Subsequent enrollments for students who leave Endeavor College Prep will be confirmed with parent and in CALPADS for students who transfer to California public schools.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences that will prepare all students to strive/excel as critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

Related State Priorities:		
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:		
<input checked="" type="checkbox"/> 1		
<input checked="" type="checkbox"/> 2		

Specific Annual Actions to Achieve Goal

1. Endeavor College Preparatory Charter School provides all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students.
2. Endeavor College Preparatory Charter School plans to purchase the following curriculum which includes but is not limited to: Eureka Math consumables, Science supplemental materials, Novel sets for grades 7-8
3. Endeavor College Preparatory Charter School will review and revise its EL Master Plan to align with recent implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our school will also **research effective ELD curriculum for grades 7-8** for implementation. Our school will employ an **ELD Teacher** to provide designated ELD for the Middle School; and classroom teachers will provide designated ELD for the Elementary School. The principal, ELD teacher, and classroom teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program.
4. Annual, purchases for technology include but are not limited to: Chromebooks (replacement), IT Specialist to provide tech support, set-up Google Classroom, and develop data reports, IT contracted services for network management and technology set-up.

Expected Annual Measurable Outcomes

Outcome #1: Percentage of teachers that are appropriately credentialed and assigned is 100%
Metric/Method for Measuring: Credential status listed on Commission on Teacher Credentialing website (www.ctc.ca.gov) or through written communication from LACOE, CTC, etc.

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

American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #2: Percentage of students who have access to standards-aligned curricular/instructional materials is 100%.

Metric/Method for Measuring: Text book inventory to ensure that materials are assigned to all students.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.

Metric/Method for Measuring: Local Indicator rubric.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	ELA – 3	ELA – 4	ELA – 5	ELA – 5	ELA – 5	ELA – 5
	ELD – 2	ELD – 3	ELD – 4	ELD – 5	ELD – 5	ELD – 5
	Math – 3	Math – 4	Math – 5	Math – 5	Math – 5	Math – 5
	NGSS – 1	NGSS – 3	NGSS – 4	NGSS – 5	NGSS – 5	NGSS – 5
	History - 2	History - 3	History - 4	History-5	History - 5	History - 5
English Learners	ELA – 3	ELA – 4	ELA – 5	ELA – 5	ELA – 5	ELA – 5
	ELD – 2	ELD – 3	ELD – 4	ELD – 5	ELD – 5	ELD – 5
	Math – 3	Math – 4	Math – 5	Math – 5	Math – 5	Math – 5
	NGSS – 1	NGSS – 3	NGSS – 4	NGSS – 5	NGSS – 5	NGSS – 5

	History - 2	History - 3	History - 4	History-5	History - 5	History - 5
Socioecon. Disadv./Low Income Students	ELA - 3 ELD - 2 Math - 3 NGSS - 1 History - 2	ELA - 4 ELD - 3 Math - 4 NGSS - 3 History - 3	ELA - 5 ELD - 4 Math - 5 NGSS - 4 History - 4	ELA - 5 ELD - 5 Math - 5 NGSS - 5 History-5	ELA - 5 ELD - 5 Math - 5 NGSS - 5 History - 5	ELA - 5 ELD - 5 Math - 5 NGSS - 5 History - 5
Foster Youth	*	*	*	*	*	*
Students with Disabilities	ELA - 3 ELD - 2 Math - 3 NGSS - 1 History - 2	ELA - 4 ELD - 3 Math - 4 NGSS - 3 History - 3	ELA - 5 ELD - 4 Math - 5 NGSS - 4 History - 4	ELA - 5 ELD - 5 Math - 5 NGSS - 5 History-5	ELA - 5 ELD - 5 Math - 5 NGSS - 5 History - 5	ELA - 5 ELD - 5 Math - 5 NGSS - 5 History - 5
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	ELA - 3 ELD - 2 Math - 3 NGSS - 1 History - 2	ELA - 4 ELD - 3 Math - 4 NGSS - 3 History - 3	ELA - 5 ELD - 4 Math - 5 NGSS - 4 History - 4	ELA - 5 ELD - 5 Math - 5 NGSS - 5 History-5	ELA - 5 ELD - 5 Math - 5 NGSS - 5 History - 5	ELA - 5 ELD - 5 Math - 5 NGSS - 5 History - 5
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #3

1. Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.

2. Related State Priorities:
3. 1 4
 7
4. 2 5
 8
5. 3 6

6. Local Priorities:
7. 3
8. 6

9. Specific Annual Actions to Achieve Goal

1. At Endeavor College Preparatory Charter School, parent input in decision-making will take place through the School Site Council (SSC) and English Language Advisory Council (ELAC).

2. Employ an Outreach Coordinator whose role will be to engage parents at the school, increase parent participation, conduct outreach efforts within the community for prospective families, provide translation services, manage volunteer program, and will work with families for high school placement of our graduates.
3. Host frequent family events: cafecito, parent workshops, family nights,
4. Purchase cell phones for teachers to communicate with families

Expected Annual Measurable Outcomes

Outcome #1: Parents have input in decision-making.

Metric/Method for Measuring: Appropriate parent ratios are maintained on SSC and ELAC and they meet as planned.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Increase parent participation rate on parent survey

Metric/Method for Measuring: Percent of families participating based on surveys collected

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	72%	73%	74%	75%	76%	77%
English Learners	72%	73%	74%	75%	76%	77%
Socioecon. Disadv./Low Income Students	72%	73%	74%	75%	76%	77%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	72%	73%	74%	75%	76%	77%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	72%	73%	74%	75%	76%	77%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: Increase student participation rate on student survey						
Metric/Method for Measuring: Percent of students participating based on surveys collected						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	84%	85%	86%	87%	88%	89%
English Learners	84%	85%	86%	87%	88%	89%
Socioecon. Disadv./Low Income Students	84%	85%	86%	87%	88%	89%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	84%	85%	86%	87%	88%	89%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	84%	85%	86%	87%	88%	89%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

***Subgroup not numerically significant at this time.**

1.9 How Goals Will Enable Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners

We believe students become and remain self-motivated, competent, lifelong learners as a result of our strong, positive school culture and ongoing emphasis of our school’s shared values.

Character Development and PRIDE Values

The Character Education Partnership (CEP) studied the effectiveness of K-12 character education programs and found that while there is no single formula for character education, the most successful schools shared 11 common characteristics. According to the CEP, effective character development programs:²¹

1. Promote core ethical values and supportive performance values as the foundation of good character.
2. Define “character” comprehensively to include thinking, feeling, and behavior.

²¹ Lickona, Ed.D., et al., *CEP’s Eleven Principles of Effective Character Education*, 2007.

3. Use a comprehensive, intentional, and proactive approach to character development.
4. Create a caring school community.
5. Provide students with opportunities for moral action.
6. Include a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed.
7. Strive to foster students' self-motivation.
8. Engage the school staff as a learning and moral community that shares responsibility for character education and attempt to adhere to the same core values that guide the education of students.
9. Foster shared moral leadership and long-range support of the character education initiative.
10. Engage families and community members as partners in the character-building effort.
11. Assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Like the CEP, we believe that character development is based on a school culture that teaches, reinforces, models, and values good choices and where students demonstrate good character. Therefore, we use the CEP's principles as a guide for how we incorporate character development and build a culture that reinforces the character traits needed for success in high school, college, and life.²²

Significant time at the beginning of the year is dedicated to teaching and practicing many of the basic behaviors we expect students to exhibit everyday—raising their hands to speak, listening attentively, sitting up straight, looking at the person who is speaking, asking good questions, and participating in class.

Character education continues throughout the regular school year as well, not in a single isolated class, but intentionally throughout the school day and week. The skills developed in the beginning of the year serve as the foundation for skills and habits developed during the rest of the school year, including working with a partner or small group, completing homework, working to the highest possible quality, treating others with respect at all time, valuing different opinions, and making appropriate choices.

Teachers in all content areas can support strong character. For example:

- reading teachers lead students to analyze the motivation of characters in novels and the impact of actions on others
- writing teachers help students express their ideas effectively and build the habit of using feedback to make changes
- science teachers encourage curiosity, problem solving, and the importance of following a process
- math teachers promote attention to detail and finding multiple ways to solve problems and check work

²² In addition to the work of the Character Education Partnership, our beliefs about school culture and our design to build a school-wide culture that builds character draw heavily from *Teaching with Love and Logic: Taking Control of the Classroom*, by Fay and Funk (1995), *The Power of Our Words*, by Paula Denton (2007), and *The Little Book of Restorative Justice: Teaching Responsibility; Creating Caring Climates*, by Amstutz and Mullet (2005).

- social studies teachers discuss fairness, civil rights, and social justice
- arts instructors foster creativity and confidence
- coaches and physical education instructors encourage teamwork and sportsmanship

Throughout the day, we help students develop and maintain character through a focus on our school's PRIDE values:

- Preparation
- Respect
- Integrity
- Determination
- Enthusiasm

Students earn individual and class PRIDE points during each class period. Individual PRIDE points determine a student's eligibility for field trips and special activities at the school. Individual PRIDE points are also communicated with parents each week to keep them informed about their child's work habits and behavior. Low levels of PRIDE points may lead to disciplinary consequences, such as a loss of privileges, after-school detention, parent notification, and/or the drafting and implementation of an improvement plan.²³ Class PRIDE points lead to class rewards, such as outdoor reading time, an extra chapter of read aloud, or lunch with the teacher.

More important than the merit/demerit system is the school-wide emphasis on genuine character and the building of a culture that encourages every person to be their best. We want our students to be confident in who they are and able to make their best choices, even when nobody is awarding points. This is the kind of character that will set them up for continued success.

School leaders and teachers develop rituals to build and maintain a positive school culture and reinforce strong character, including shout outs during daily homeroom time, team-building during advisory, monthly PRIDE awards, merit bashes, special Endeavor College Prep shirts, teachers vs. students sporting events, attendance recognition, weekly MVT (Most Valuable Teammate), bulletin boards that celebrate success, special grade-level activities, and weekly "Team and Family" assemblies.

We evaluate our success with character education through analysis of student and class PRIDE reports, periodic reflections of students and staff, and other informal school culture evaluations throughout the year. Data from these sources are used to inform on-going professional development of the staff with regard to school culture and character development.

²³ More detail about the school's discipline plan can be found in *Element Ten: Suspensions and Expulsions*.

1.10 Instructional Design

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

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

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

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

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

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

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

More Time on Task

Like many of the highest-performing urban charter schools, Endeavor College Prep utilizes an extended school day. Students in all grades attend school for eight and a half hours Tuesday through Friday and five and a half hours on Mondays. Our schedule minimizes transitions and maximizes time in the core academic content areas, particularly reading, writing, science and math.

Focus on Literacy

Endeavor College Prep places enormous emphasis on literacy development, starting in transitional kindergarten. Transitional kindergarten through sixth grade students benefit from over two hours a day of literacy instruction and practice—mastering skills in phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, grammar, spelling, research, listening, and oral presentation skills necessary to be effective communicators in English.²⁴ We believe that using a literature-based literacy program, our students not only master all of the California and Common Core English-Language Arts standards,²⁵ but also become skilled, passionate, habitual, critical readers.

Key elements of the school’s literacy program include:

- *Phonics.* Transitional kindergarten and first grade literacy instruction focuses strongly on phonics instruction. Students receive 40 minutes of direct, explicit phonics instruction each day during their literacy rotations. This instruction occurs in small groups to allow teachers to differentiate instruction in order to meet the needs of all of the students in the classroom.
- *Fluency and Decoding.* Students are placed in fluency and/or decoding small groups based on initial diagnostic assessments. This allows teachers to meet students at their current level, remediate their specific deficits, and accelerate them to grade-level standards of proficiency. Teachers running these small groups are trained in early literacy and English language development in order to provide students with the phonemic awareness and phonics skills necessary for reading success.

²⁴ This approach to literacy aligns with the Reading First initiatives proposed in the federal No Child Left Behind legislation and is believed to be effective with our target population, which will include a high number of English Language Learners and students entering performing below grade-level.

²⁵ ECP transitioned to the Common Core State Standards in all grades in the 2013-14 school year in order to prepare our students for the new standardized testing in the 2014-1015 school year.

- *Comprehension and the Use of Literature.* Understanding the written word is likely a student’s best indicator of future school success. In order to ensure that all students develop proficient comprehension of all types of text, Endeavor College Prep provides multiple opportunities for skill development with a variety of texts. We believe strongly in the use of full pieces of literature, rather than the excerpts commonly used in the traditional basal reader.

Endeavor College Prep’s reading classes are grounded in the use of grade-level and above grade-level books and use an additional decoding and comprehension phonics program to support students who are struggling.

Most of the novels selected for use in our reading classes were chosen from the California Department of Education’s *Recommended Literature: Pre-Kindergarten Through Grade Twelve*. In the CDE’s accompanying document, *Connections to Standards*, they explain how the books may be used to teach any of the ELA standards:

*“Because so many of the standards for reading comprehension and literary response and analysis can be addressed through the use of high-quality fiction and nonfiction materials, individual standards have not been listed for each title in this collection nor have specific titles been suggested for each of the standards. Attempts to do so were found to be insufficient to reflect the myriad of ways teachers can use this list to meet the instructional and recreational literary needs of students.”*²⁶

The document goes on to explain additional benefits of using books:

*“Reading and the use of literature are also of great benefit beyond the boundaries of the language arts classroom. Through the integration of quality literature selections into content area lessons, teachers can enrich their students’ understanding and create an atmosphere for inquiry and discussions about what they read. When literature selections are integrated into the content areas of the curriculum, students can begin to make historical and literary connections and gain a deeper understanding of the subject matter, specific concepts, or certain time periods. As children read and are engaged with quality texts, they have the opportunity to develop a greater awareness about a historical period, a specific way of life, what people thought, and how they behaved.”*²⁷

Teachers use read alouds of short stories, novels, poems, and nonfiction to model fluent, expressive reading of texts at and above the students’ grade level. Through the deliberate “think aloud” of metacognitive strategies, teachers help students develop the habits of effective readers.²⁸ Teachers also provide direct instruction about these

²⁶ Document may be accessed at <http://www.cde.ca.gov/ci/rl/ll/litr/connstandards.asp>.

²⁷ Ibid.

²⁸ “Think Aloud” is a technique designed to allow students to better understand what their teachers are thinking and why, in order to serve as a model of what the students should consider as they complete similar tasks independently. These specific metacognitive strategies proven to be most effective for good readers include making predictions,

metacognitive strategies, give students opportunities to practice and share their own thought processes, and offer constructive feedback that pushes students to deeper understanding, both in whole-class demonstrations and one-on-one reading conferences.

In transitional kindergarten through grade five, students also practice these reading strategies in their core reading classes and in leveled, guided reading groups. These guided reading classes support the work of the core reading classes and are based on the same units of study and content standards as the core reading course. All teachers in the school (not simply English-Language Arts teachers) are assigned a group of students based on reading fluency, decoding, and comprehension assessment data. These groups are smaller in size than other core classes in order to provide increased opportunities for each student to read and receive specific feedback from their teacher. Teachers lead students through shared texts, with a level of support appropriate to the group's reading level, as outlined in Fountas and Pinnell's *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*.²⁹ The inclusion of all teachers in this reading time also demonstrates the school's emphatic commitment to literacy.³⁰

A textual analysis component provides students the opportunity to apply specific reading skills to shorter pieces of texts that, through repeated practice, help students develop their ability to decipher questions and use evidence from the text to support their answers. These passages and questions are carefully selected to prepare students for mastery of the reading standards at each grade level.

Students read independently for at least 30 minutes a day in grades K-3 and an hour a day in grades 4-8, including supervised reading time at school and assigned reading at home.³¹ Students are taught to select books at their current independent reading level, and classroom teachers monitor their independent reading through a combination of reading logs, teacher conferences, and a computerized testing program, such as Accelerated Reader.³²

- *Vocabulary.* The development of academic vocabulary is a school-wide focus. Teachers in all content areas use research-based best practices for explicitly teaching

asking questions, making connections, visualizing, clarifying, synthesizing, and using fix-up strategies. Keene & Zimmerman, *Mosaic of Thought*, Heinemann (1997).

²⁹ Heinemann (2001).

³⁰ Significant professional development time will be allotted to training all teachers to effectively teach reading within the guided reading framework.

³¹ This practice is based on the research indicating that an increase in the volume of student reading will accelerate students' reading achievement. More about this research can be found in Richard Allington's *What Really Matters for Struggling Readers*. Addison Wesley Longman (2001). Students' at home reading will be tracked on independent reading logs signed by parents.

³² Close monitoring of students' independent reading is a common practice. One school that uses computer assessment for this purpose is Synergy Charter School, as observed in a site visit, 9/27/07. Synergy Charter School has substantially higher test scores than most schools in LAUSD and was also named a 2007 Charter School of the Year by the Center for Education Reform.

new words and providing students with the necessary opportunities to practice these words repeatedly across content areas. In addition, teachers provide students with instruction about word parts (prefixes, suffixes, Latin and Greek roots) and strategies for learning new words so that students increase their vocabularies as they encounter unfamiliar words in their daily reading.³³

- *Writing and Grammar* In addition to reading courses, students in grades transitional kindergarten through six also have a daily class dedicated to improving their writing skills. Their teachers model techniques of effective authors, provide direct instruction about these techniques, and provide frequent and specific feedback to improve the quality of each student's writing. Students write in a variety of genres as required by the state standards, and, while not all student writing goes through a five-step writing process, students are able to effectively use a process for writing, including prewriting, drafting, revising, editing, and publishing.
- In addition, through the explicit teaching and practice of grammar and spelling rules, students master conventions of the English language and be held accountable for these conventions in the writing they complete at school—not just in writing class, but in all of their classes. Students are expected to write every day, in every class and for a variety of purposes. For example, students write literary analyses in reading class, explain answers to solutions in math class, create first-person historical journals in social studies, and compose lab reports in science.

Focus on Math

Students at Endeavor College Prep are pushed to achieve excellence in mathematics. Through an emphasis on both mathematical computation and problem solving, our students are becoming well-rounded mathematicians who have developed automaticity with basic facts, accuracy with complicated calculations, and effective strategies for solving word problems and applying math to solve real-world problems. New students use programs, like the computer-based *Math in a Flash* or *Fastt Math*, to ensure that they have memorized basic facts for addition, subtraction, multiplication, and division for integers zero through twelve. Teachers use manipulatives and graphic representations to help students deepen their understanding of mathematical concepts. Mathematical vocabulary is explicitly taught and practiced, and students are frequently required to write explanations for their mathematical reasoning.

Students master grade-level standards for each strand in transitional kindergarten through seven and all eighth-graders complete a year-long algebra course. This provides students with the preparation and motivation to enter a challenging high school math sequence of study that ends with completion of calculus.

Parents as Partners

We recognize that parents are a child's first and most influential teachers. Several studies over the years have come to the same conclusion regarding the effect involved parents can have on

³³ Marzano, Pickering, and Pollock. *Classroom Instruction that Works*. ASCD (2001).

student achievement. The 2002 report, *A New Wave of Evidence: The Impact of School Family, and Community Connection on Student Achievement* by A.T. Henderson and K.L. Mapp and the 2006 report released by the National Coalition for Parent Involvement in Education in their *Research Review and Resources* both found that regardless of family income or background, students with involved parents tend to get higher grades, perform better on standardized tests, and have higher than average attendance.

Endeavor College Prep seeks to work as a partner with families in order to maximize each student's academic and behavioral success. We recognize the profound influence of family on a child's progress and seek to empower parents and guardians to support their children academically and become active members of the school community.

Strategies to meaningfully engage families of Endeavor College Prep students include:

- *Orientation*

In the weeks following our spring lottery, after a student has been offered a seat at Endeavor College Prep, the school staff sets up orientations for the students and their families. Family Orientation meetings provide parents and guardians with an overview of the school's design, including our college-preparatory mission, academic program, homework expectations, code of conduct, uniform policy, and opportunities for family involvement. Parents and guardians understand what the school expects academically and behaviorally for each student, and how all adults can support their child's educational success. These meetings conclude with families signing our school/parent/student compact, which we call the Commitment to Excellence. These meetings, like all school-home communications, will be conducted in English, Spanish, and additional languages as necessary to communicate with our students' families.

- *Communication*

Endeavor College Prep keeps parents informed about their child's school performance and other relevant school news. Teachers will provide weekly syllabi detailing the work for the week ahead and send weekly PRIDE point updates. These updates will include information about the child's academic and behavioral success and parents will be expected to sign and return them the following day. The school also sends a weekly letter to inform families of school news and upcoming events.

Parents participate in parent-teacher conferences at least twice a year to discuss their children's academic and behavioral progress. Teachers also communicate with families on a regular basis, making phone calls, sending messages through the Class Dojo application or text messages, and sending notes home to share concerns as well as celebrate student success. The School issues cell phones to all teachers, and parents have access to teachers' cell phone numbers for calls to discuss their children's progress at any time.

Parents also complete a mid-year and end-of-year family satisfaction survey.

- *Monthly Events*

Endeavor College Prep also hosts monthly events, including parent-teacher conferences, workshops, and celebrations to provide parents with a better understanding of their

children's education and also provide them hands-on practice of concrete strategies to support their children's success. The following is a sample calendar of monthly parent events:

- September Back to School Night
- October Supporting Homework Success
- November Parent-Teacher Conferences
- December Winter Holiday Celebration
- January Family Literacy Night
- February Understanding Educational Testing
- March Parent-Teacher Conferences
- April Family Math Night
- May Family College Night
- June End-of-Year Celebration
- August Test Score Release

- *School Site Council*

As a school that receives federal funding through Title I, Endeavor College Prep convenes a school site council to offer parents and staff the opportunity to take a more active role at the school. The council works with school administration and members of the Board of Directors to create a comprehensive written parent involvement policy. The council's most important role is to annually approve and monitor the Single Plan for Student Achievement. More detail about the Council is shared in Element 4.

- *Volunteer Opportunities*

We seek to provide parents with meaningful ways to be involved at the school. As stated in the "Volunteer Opportunities" section of the Student and Family Handbook and at our new family orientation presentations, parents are not required to volunteer at the school, but they are welcome if they are interested and available. Parents are informed at orientation and in the family handbook about standing volunteer opportunities, and additional opportunities are included in weekly newsletters and posted in the school office. Volunteer opportunities include, but are not limited to:

- Serving as "Room Parent" for a homeroom (assisting the homeroom teachers with parent communications, special events, etc.)
- Chaperoning field trips
- Supervising recess (working with school staff)
- Leading clubs (working with school staff)
- Assisting in the office
- Assisting in classrooms
- Setting up for breakfast and/or lunch
- Set-up, extra supervision, and clean-up for special events (Book Fair, Field Day, Talent Show, etc.)
- Helping with valet and traffic flow (before and/or after school)
- Working on campus beautification projects (painting, gardening, etc.)

1.11 The Charter School’s Curriculum

Students at Endeavor College Prep will complete a course of study based on California Common Core State Standards and with a level of rigor designed to prepare students for success at college preparatory high schools.

There are a few unique aspects to our approach to curriculum.

- Backwards planning from assessments
- Use of data to re-teach and modify the curriculum when necessary
- Differentiated supports to close existing learning gaps (independent reading gaps, computer-based differentiation)

Figure 1.11 outlines the curriculum to be completed at each grade level. The narratives that follow give more detail to each.

Figure 1.11 –Curriculum

		Grade TK & K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Core	English-Language Arts	Benchmark Advance	Benchmark Advance	Benchmark Advance	Benchmark Advance	Benchmark Advance	Benchmark Advance	Benchmark Advance	Teacher Created based on work of Uncomm on Schools	Teacher Created based on work of Uncomm on Schools
	Mathematics	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math
	History-Social Science	Benchmark Advance: integrated	Benchmark Advance: integrated	Benchmark Advance: integrated	Benchmark Advance: integrated	Benchmark Advance: integrated	Benchmark Advance: integrated	Benchmark Advance: integrated	Teacher created based on DBQ Project	Teacher created based on DBQ Project
	Science	NGSS Teacher-created	NGSS Teacher-created	NGSS Teacher-created	NGSS Teacher-created	NGSS Teacher-created	NGSS Teacher-created	NGSS Teacher-created	NGSS Teacher-created	NGSS Teacher-created

Non-Core	ELD	Benchmark Advance	Benchmark Advance	Benchmark Advance	Benchmark Advance	Benchmark Advance	Benchmark Advance	Benchmark Advance	National Geographic and Cengage Learning Inside	National Geographic and Cengage Learning Inside
	Advisory	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step	teacher created & Second Step
	Differentiated Reading	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created
	Differentiated Math	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created	i-Ready & teacher-created

Core Curriculum Descriptions

Benchmark Advance

Benchmark Advance is a comprehensive English Language Arts program from Benchmark Education Company for Kindergarten through sixth grade. It is built to address key shifts in curriculum and instruction to meet the demands of the new standards. It provides rigorous collaborative instruction integrating reading, writing, speaking and listening. It addresses both literature and informational standards by incorporating and integrating both science and history into Language Arts class.

ECP teachers (tK-6) utilize Benchmark Advance as the curriculum for core English class, ELD, and social studies instruction. English class instruction is supplemented with resources from i-Ready, Fountas & Pinnell &/or Accelerated Reader, and scholastic book sets. These help supplement guided reading groups, small group instruction, and whole-group instruction based on data. ELD class and small group instruction is supplemented with various resources such as those found at Readworks.org, Newsela.om, and k12reader.com. Social Studies content is taught through the texts in Benchmark Advance and is supplemented through the resources listed above.

Teacher Created Based on Uncommon Schools

Teachers in 7th and 8th grade are provided resources based on work by the Uncommon Schools and adapt it to the students' needs. This curriculum is a rigorous novel-based curriculum aligned to the Common Core State Standards. A strong emphasis is placed on both non-fiction and narrative or fictional texts. The foundation of the curriculum is centered around critical thinking and collecting and analyzing strong evidence. It also explicitly teaches writing through units aligned to the text being read. Teachers use the Uncommon School curriculum as a base and adapt based on data and student need. Teachers supplement with a variety of resources including i-Ready (described below), Accelerated Reader, Shurley English writing curriculum, the work of Lucy Calkins, Readworks.org, Newsela.com, and k12reader.com.

National Geographic and Cengage Learning Inside

ELD instruction in 7th and 8th grade utilizes *Inside* which is aligned Common Core State Standards and ELD standards. Inside offers five levels of curriculum that address varying ELP levels. It is designed so that students experience the world in the classroom with authentic, multicultural literature and National Geographic informational texts. The curriculum provides comprehensive reading, language, and writing support. More specifically, it provides intensive work to build academic vocabulary and language, build fluency with more complex texts, and develop skill in comprehension, literary analysis and writing.

Eureka Math

Tk-8th grade teachers use Eureka Math as the curriculum for Transitional Kindergarten through 8th grade. We know that vertical consistency in curriculum will help students find success and prevent learning gaps as students progress through the grades. *Eureka Math* was developed specifically to address Common Core math standards by the nonprofit, *Great Minds*. According to Edreports.org, it is a comprehensive curriculum that is fully aligned to CCSS. We have chosen it due to this alignment and the support it gives to teachers to deliver unparalleled math instruction providing students with a deep understanding and fluency in math. It focuses on teaching the process of math

by teaching it as a story. It builds students’ knowledge logically and thoroughly. It carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus.

Teachers use Eureka as the core curriculum and supplement when the data deems necessary. Math Content Teams, coaching, and co-teaching conversations assist teachers in identifying areas that students may need more support or a varied type of instruction. Co-teaching during *Eureka Math* instruction allows for maximum differentiation and increased student achievement. Models of co-teaching are strategically utilized in specific components of the lesson to ensure student learning with this curriculum is being maximized. For example, most often during *Concept Development* parallel teaching is being used in order to improve teacher to student ratio and group students strategically to maximize learning.

NGSS Teacher-Created

Our science course incorporates developing both science lab skills and science literacy. This allows students to read and write about concepts before and after exploring them hands-on in the lab. We have designated science teachers in order to allow a full focus on building out this program. Science teachers create their own lessons based on crosscutting concepts, science and engineering practices, and disciplinary core ideas. By first understanding these dimensions of learning science and pulling quality resources, teachers are able to create rigorous lessons that help build a cohesive understanding of science concepts.

Teacher Created based on the Document Based Question Project (DBQ)

The 7th and 8th Grade Social Studies curriculum is based on the work from the DBQ Project. The DBQ project focuses on analyzing primary and secondary sources in order to answer a prompt using evidence-based thinking. Ultimately students produce various genres of evidence-based writing. The teacher pulls from the DBQ project in order to reinforce history CCSS and history content standards. Students use literacy skills in order to learn about and analyze historical content.

In addition to the curriculum programs described above we may supplement or replace programs with the following programs used by KIPP schools. Supplementation or replacement will be based on analysis of student assessment data and specific strengths of each program as demonstrated at other schools in the KIPP organization.

<p>English Language Arts</p>	<p>Open Court Reading Reading Reconsidered Word Wise Vocabulary Program 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) Words Their Way Compass Learning Close Reading Toolkits (KIPP LA) Guided Reading Toolkits (KIPP LA)</p>
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Math	Bridges Math
Science	Amplify Delta Full Option Science System (FOSS)
Social Studies	History Alive

Physical Education

Physical education classes develop students’ motor skills while promoting the good health habits that will have a positive effect on students’ well-being. In addition, students develop sportsmanship and teamwork skills. The program is organized in accordance with the California content standards in Physical Education at each grade level.

Non-Core Curriculum Descriptions

Teacher Created Differentiated Reading

Teachers use data to ensure students are working at the appropriate level. Teachers then utilize a variety of resources to provide students with the necessary instruction. For Differentiated Reading, teachers may pull from i-Ready, Fountas & Pinnell, Accelerated Reader, Scholastic Readers, Readworks.org, Newsela.com, and k12reader.com in addition to many others. The resource most used are described below. For Differentiated Math, i-Ready and Khan Academy are mostly used to provide students with what they need.

Second Step

Second Step is a component of our Advisory program chosen to develop character and create a supportive, successful learning environment. It is a program rooted in social-emotional learning (SEL) that uses a holistic approach to help create a more empathetic society by providing teachers and school staff with tools to enable them to take an active role in the social-emotional growth and safety of today’s children. It provides engaging lessons utilizing videos, activities, and discussions in order to create a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community. The units build vertically and cover topics such as self-esteem and bullying. Teachers support these lessons throughout the day by consistently referring to lessons. They may also supplement with Class Dojo character-building videos, real- life examples, and morning meeting topics.

Visual and Performing Arts

Endeavor’s current instructional program does not emphasize visual and performing arts classes (VAPA); however, VAPA is an integral part of the KIPP program. Over the coming years, the KIPP instructional leadership team will assess and advise how to gradually build up a VAPA program at Endeavor.

Supplemental Resource Descriptions

i-Ready

i-Ready makes differentiated instruction a practical reality for teachers and students. It was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of all learners. Through the power of one intuitive system whose pieces were built from the ground up to work together, teachers have the tools they need to ensure students are on the road to proficiency. In a single program, *i-Ready* integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs, empowers teachers every day to make more informed instructional decisions, and motivates students with access to their own personalized path to growth. *i-Ready Instruction* delivers powerful online lessons that motivate students on their paths to proficiency and growth. Driven by insights from the *i-Ready Diagnostic*, *i-Ready's* online K–8 lessons provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills. *i-Ready Instruction* is complemented by easily accessible teacher resources that enable teachers to target the specific skills with which students are struggling most in their whole class, small group, and one-to-one instruction. *i-Ready Instruction* taps into the rich data from the *i-Ready diagnostic* to deliver personalized learning paths to growth for each student, balancing rigor and reachability, meets learners at their level, helps them problem solve, and keeps them motivated to continue their progress, and provides digital instruction that is proven to drive gains for students of all levels and is backed by evidence for ESSA

(<https://login.i-ready.com>; <https://www.cde.state.co.us/uip/i-ready-assessment-description>).

Accelerated Reader

Renaissance Learning's Accelerated Reader products equip teachers with insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow (www.renaissance.com). Teachers set reading zones within the Zone of Proximal Development for each student and track each students' progress through page goals and scores on reading quizzes. Reading zones are moved as the student progresses in comprehension of texts.

1.12 Course Offerings

Grade	Course	Description
6th Grade	Advisory	Advisory is a daily class for character building and social emotional learning (SEL) skills. One day a week is dedicated to individual data review to maximize self-efficacy and build ownership in their own learning growth. The other days are for team building and specific SEL skills.

Grade	Course	Description
	Humanities	Humanities is a double (100 minute) class that is co-taught by the 6 th grade ELA teachers. During this class they cover reading, writing, and history standards using the <i>Benchmark Advance</i> curriculum.
	Math	Math class covers 6 th grade math standards following the <i>Eureka</i> math curriculum.
	Science	Science covers 6 th grade NGSS standards through teacher-created lessons and labs. Students have two days a week in the science lab and two days in class.
	Differentiated Math (non-core)	Differentiated math is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced math lessons in the iReady computer program.
	Differentiated Reading/ELD (non-core)	Differentiated reading is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced reading lessons in the iReady computer program. English learners are pulled out at this time for ELD.
	Electives (non-core)	Students in grades 6-8 participate in elective classes. These are mixed-grade classes in which students choose a course of study based on their individual interest. Specific course offerings change each trimester and vary based on the skills and passions of the 6-8 grade teachers. Examples of courses that have been offered in the past include: soccer, basketball, drama, vocal music, cartooning, chess club, history of hip hop, yoga, dance
	Advisory	Advisory is a daily class for character building and social emotional learning (SEL) skills. One day a week is dedicate to individual data review to maximize self-efficacy and build ownership in their own learning growth. The other days are for team building and specific SEL skills.
	Physical Education	The program is organized in accordance with the California content standards in Physical Education at each grade level.

Grade	Course	Description
7 th Grade	Reading	7 th grade reading is a novel-based class used to teach common core ELA standards. The curriculum is based on lessons created by Uncommon Schools.
	Writing	7 th grade writing follows a curriculum is based on lessons created by Uncommon Schools. The writing is aligned as much as possible with content from the reading class.
	Math	Math class covers 7 th grade math standards following the <i>Eureka</i> math curriculum.
	History	7th Grade Social Studies course focuses on medieval and early modern world history and is based on work from the DBQ Project. The DBQ project focuses on analyzing primary and secondary sources in order to answer a prompt using evidence-based thinking.
	Science	Science covers 7 th grade NGSS standards through teacher-created lessons and labs. Students have two days a week in the science lab and two days in class.
	Differentiated Math (non-core)	Differentiated math is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced math lessons in the iReady computer program.
	Differentiated Reading/ELD (non-core)	Differentiated reading is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced reading lessons in the iReady computer program. English learners are pulled out at this time for ELD.
	Electives (non-core)	Once a week, students in grades 6-8 participate in elective classes. These are mixed-grade classes in which students choose a course of study based on their individual interest. Specific course offerings change each trimester and vary based on the skills and passions of the 6-8 grade teachers. Examples of courses that have been offered in the past include: soccer, basketball, drama, vocal music, cartooning, chess club, history of hip hop, yoga, dance

Grade	Course	Description
	Physical Education	The program is organized in accordance with the California content standards in Physical Education at each grade level.
8 th Grade	Advisory	Advisory is a daily class for character building and social emotional learning (SEL) skills. One day a week is dedicated to individual data review to maximize self-efficacy and build ownership in their own learning growth. For 8 th graders, one day a week is also dedicated to high school preparation, including counseling on the decision about which high schools they want to attend and the application process. The other days are for team building and specific SEL skills.
	Reading	8 th grade reading is a novel-based class used to teach common core ELA standards. The curriculum is based on lessons created by Uncommon Schools.
	Writing	8 th grade writing follows a curriculum is based on lessons created by Uncommon Schools. The writing is aligned as much as possible with content from the reading class.
	Math	Math class covers 8 th grade math standards following the <i>Eureka</i> math curriculum.
	History	8th Grade Social Studies course focuses on U.S. history and is based on work from the DBQ Project. The DBQ project focuses on analyzing primary and secondary sources in order to answer a prompt using evidence-based thinking.
	Science	Science covers 8 th grade NGSS standards through teacher-created lessons and labs. Students have two days a week in the science lab and two days in class.
	Differentiated Math (non-core)	Differentiated math is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced math lessons in the iReady computer program.

Grade	Course	Description
	Physical Education	The program is organized in accordance with the California content standards in Physical Education at each grade level.
	Differentiated Reading/ELD (non-core)	Differentiated reading is a co-taught class in which teachers teach differentiated lessons to small groups based on results from assessments. During this course students also get time for individually paced reading lessons in the iReady computer program. English learners are pulled out at this time for ELD.
	Electives (non-core)	Once a week students in grades 6-8 participate in elective classes. These are mixed-grade classes in which students choose a course of study based on their individual interest. Specific course offerings change each trimester and vary based on the skills and passions of the 6-8 grade teachers. Examples of courses that have been offered in the past include: soccer, basketball, drama, vocal music, cartooning, chess club, history of hip hop, yoga, dance

1.13 Instructional Methods and Strategies

Teach Like a Champion Techniques

Teachers are trained and coached on using the techniques described in Doug Lemov’s, *Teach Like a Champion (TLAC)*. These techniques help teachers develop a strong classroom culture in order to allow teaching to occur. Time is spent during Professional Development learning and practicing select techniques. Coaches follow-up on the use of these techniques, and add more, through coaching sessions and video analysis from Lemov’s book. Time is invested earlier in the school year to develop the use of these techniques (such as strong voice, positive narration, and 100%) in order to set a strong culture to create an environment conducive to instruction.

The instructional strategies in *TLAC* are meant to increase rigor, engagement, and student ratio in the classroom. The use of these strategies improves the instructional delivery of the adopted curriculum. Time is spent teaching and practicing these strategies (such as turn and chat, no opt out, and cold call) early in the year and throughout the year based on data and coaching trends. Additionally, coaching sessions are focused on strengthen these techniques within teachers’ toolkits.

1.14 How the School’s Methodologies and Curriculum Will Ensure Mastery of the California Common Core State Standards

Endeavor College Prep teachers use the California Common Core State Standards as the foundation for what should be taught. Teachers spend the majority of their summer professional development days following a structured protocol to thoroughly understand the standards, be trained in the chosen curriculum and materials, study released Smarter Balanced test questions and other sample assessments, analyze and review units of study and timelines for instruction, practice delivering lessons, and backwards plan to make necessary adjustments to the units.

Endeavor College Prep teachers use a common board configuration and daily lesson design. The Black Board Configuration (BBC)³⁴ will include the objectives of each class period (Aims), an opening activity (Do Now), and daily homework assignments. As a result, students will always know what is expected of them throughout the class period.

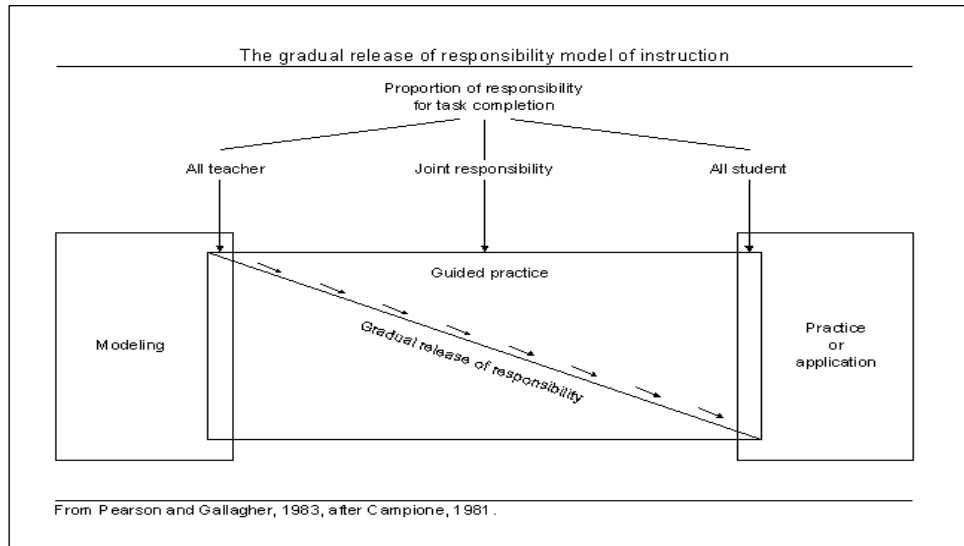
Daily lessons follow a sequence often referred to as the “Gradual Release of Responsibility” or “I do-We do-You do” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by on-going teacher feedback and support. The diagram below depicts the gradual release of responsibility as the lesson moves through the “I-We-You” sequence.³⁵

Daily lessons follow a sequence often referred to as the “Gradual Release of Responsibility” or “I do-We do-You do” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by on-going teacher feedback and support. The diagram below depicts the gradual release of responsibility as the lesson moves through the “I-We-You” sequence.

Figure 1.10 – Gradual Release of Responsibility Model

³⁴ The Black Board Configuration is a strategy supported by Dr. Lorraine Monroe, founder of the Frederick Douglas Academy, and a nationally recognized, highly respected urban educator.

³⁵ Accessed at http://wilearns.state.wi.us/apps/Images/gradual_release.gif (10/19/07).



Frequent Assessment and Data-Driven Instruction

In order to push students to their greatest academic potential, it is necessary to constantly assess what they already know and what they have learned. Endeavor College Prep uses a variety of assessments to constantly monitor student achievement.

At the start of each academic year, new students complete the i-Ready Diagnostic Assessment in both reading and math., I-Ready is a computer adaptive test that identifies a student's grade level performance, projected proficiency on CAASPP, priority skills based on a student's score, and supports for instruction. This test is administered again two other times throughout the school year to measure growth. Student progress, both individual and cohort, provides meaningful data about the success of our curricular program and instructional practices. Trends drive professional development, small group instruction, and other instructional decisions, while individual student scores allow the school to provide additional support as needed (via teacher small groups and our RtI program).

I-Ready test scores serve as preliminary data to tier students for our Response to Intervention program. Students who are performing multiple grade levels below get additional support through this program. Students who don't show growth on the next administration of the assessment receive support from our Student Support and Progress Team.

Endeavor College Prep also uses interim assessments two times throughout the school year. These differ based on the subject, but all are aligned to both the content and standards taught so far as well as CAASPP. From this data we are able to analyze students' preparedness for CAASPP assessments, gaps that may exist between the curriculum and CAASPP, identify bright spots for best practices, and support students that are not scoring proficient. .

In addition to school-wide standardized tests, teachers are trained on and expected to implement a variety of other effective assessment practices such as weekly quizzes, Fountas and Pinnell assessments, and exit tickets. Teachers use published content-specific tools to diagnose student

needs, comprehensive unit tests from curriculum to measure mastery of the standards covered in each unit and plan multiple checks for understanding into every daily lesson.

Simply acquiring student achievement data is only the first step in supporting strong student outcomes. Several days of teacher orientation are devoted to the effective interpretation of assessment data and the creation of action plans based on the results. Throughout the school year there is at least one whole-staff professional development session every six weeks dedicated to looking at student work and analyzing assessment data, and the expectation is that grade-level and/or content area teams will analyze student work and assessment data on a regular basis during content team meeting times. Teachers are trained to evaluate test validity, complete item analyses, and *use* the data to improve their instructional practices. A school-wide data management program tracks progress on all of our data points and goals.

Tiered Academic Support

Endeavor College Prep seeks to create a school where all students achieve academic success. More than 90% of our students are socioeconomically disadvantaged and are statistically at risk of beginning school performing below grade level. The school is designed to include multiple supports for all learners, including subgroups that are historically underperforming.

We strive to include all of our students—students achieving below, at, and above grade level, inclusive of English Language Learners and students with special needs—in an environment that supports their continued academic and character development. Because the least restrictive environment is often a traditional classroom setting, we work to include multiple supports for all learners within the classroom setting and at other opportunities throughout the school day and week; however, there are designated times for the students with the most need to get the necessary supports.

Based on strategies proven effective at high-performing schools with similar student populations, the supports Endeavor College Prep offers include:

Effective Classroom Management and Effective Teaching Techniques

Teachers at Endeavor College Prep are experienced professionals, dedicated to minimizing student misbehavior and maximizing each student’s involvement in class. Students are engaged in a meaningful way 100% of the time, whether by working independently or in a group, participating in a class discussion, or actively listening to a class lecture. Teachers provide constant opportunities for students to interact with the material and will use frequent checks for understanding to ensure that no students fail to master the content. It is expected that students are actively involved, from listening attentively to a speaker, to taking notes, to using work time efficiently from the start to end of class.

Differentiated Instruction

While our goal is mastery of the content standards for all children in every subject, we recognize that not all children learn in exactly the same way and it is our responsibility to teach so that all children learn. The use of differentiated instructional strategies allows teachers to efficiently and effectively use class time to meet the varied learning styles and needs of

students within a single class period.³⁶ The co-teaching structure allows for this to happen consistently throughout a lesson based on formative data.

Teachers use assessment data, classroom observation, interest inventories, learning style surveys, and other tools to identify student's unique needs, strengths, and weaknesses. They meet the widespread learning needs of their students using such differentiation strategies as:³⁷

- tiered activities
- flexible ability groups
- leveled readings
- choice of tasks or topics
- learning centers
- problem-based learning
- varied time allotments or staggered due dates
- group or partner work
- learning logs or journals
- individualized practice sets

While the exact process or product that evidences mastery may vary from student to student, differentiated instruction allows for all students to achieve success with the same content standards.

- *Leveled Guided Reading Groups*

During our daily guided reading groups transitional kindergarten through sixth grade students are grouped by ability. These groupings allow the most struggling readers to work in the smallest possible groups and teachers to focus on remediating specific skill deficits in order to effectively and efficiently accelerate the fluency, decoding, vocabulary, and comprehension skills of all students. These groups also allow the most advanced readers to continue to excel, as they may reach beyond grade-level content into material that best meets their advanced needs. Students' reading achievement is assessed frequently, and students may be moved at six-week intervals in order to ensure they are being instructed with books at the appropriate level.³⁸

- *Homework Support*

Endeavor College Prep teachers assign between 10 and 30 minutes of homework each night in each content area, for a approximately 20-30 minutes a night for transitional kindergarten through second grade; 4-60 minutes a night for third through fifth grade students; and 60-90 minutes of homework each night for students in grades six through eight. Homework assignments are always practice of skills the students have already

³⁶ Teachers are trained to differentiate effectively during on-going professional development based on the research done by educational experts Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners* (1999), and Rick Wormeli, author of *Fair Isn't Always Equal* (2006).

³⁷ These strategies are representative of the differentiation techniques teachers will use. Additional detail on these strategies may be found in *The Differentiated Classroom: Meeting the Needs of All Learners* by Carol Ann Tomlinson.(1999)

³⁸ Students in grades six through eight are also be included in leveled guided reading groups when appropriate.

learned but are continuing to work with in order to achieve true mastery. This means that students are prepared to complete each assignment successfully, using their knowledge from lessons, notes from class, and determination.

Students are supported in their efforts to complete homework by having an agenda to record daily assignments. Students and their families are also able to contact teachers on their cell phones during the evening to receive additional homework assistance. All staff sign an agreement governing appropriate use of cell phone and other electronic media.

- *Frequent Assessment, Feedback, and Communication*
We believe that honest, systematic, and frequent feedback about student progress is critical to student success. As a result of this belief, students receive daily homework grades and behavior scores. Teachers quickly score assessments and return these tools in a timely manner so that students can immediately correct and learn from their mistakes.

Progress is communicated to families each week through work sent home and through formal progress reports or report cards at least every six weeks.

Students and families also have access to each teacher's cell phone number and teachers and school leaders will make themselves available for concerns or questions each evening and on weekends.

Additionally, families can connect with teachers via ClassDojo with concerns or questions.

- *Response to Intervention Support*
Endeavor College Prep is committed to intensely supporting students that are performing multiple years below grade level. One of the ways we do this is through targeted remediation through our Response to Intervention program. Based on data (i-Ready), students that are scoring at least two years below grade level will receive intensive, skill-based support at their instructional level. The Instructional Assistant team and RtI Coach support students during non-core classes in small groups and constantly assess student progress and make necessary adjustments to instruction. This is intended to urgently close learning gaps.
- *Electives*
Electives at Endeavor College Prep are intentionally social rather than academic in nature because we believe it is critical that students have a sense of belonging to more than their homeroom groups and believe these clubs are an additional opportunity to reinforce character development and school culture. Electives are driven by teacher and student interest and take place once a week, as part of the Friday schedule.

Electives include such activities as flag football, cross country running, yoga, painting, board games, chess, photography, student government, drama, poetry, newspaper, and yearbook. In 6th-8th grade, students are able to mix grade levels during this time and belong to a different elective class each trimester to allow for the development of a variety of interests and skills. Students do not earn grades for their participation in these classes,

but we believe they are an important part of building a school-wide sense of community and pride, which also has a positive impact on student achievement.

- *English Language Development*

Our commitment to supporting all students in learning includes supports for our English learners. The Charter School will adhere to the KIPP SoCal Public Schools' EL Master Plan and comply with all federal, state, and judicial mandates for English Learners. Teachers are trained, coached, and equipped to utilize strategies to support EL's within core contents through integrated ELD; however, we believe students learning English need additional supports at the appropriate level. All English learners will receive designated English Language Development instruction.

- *Science*

As most schools, Endeavor College Prep is in the process of fully transitioning and improving effectiveness in student mastery of NGSS. Our science course incorporates both time in a science lab and time spent building science literacy in a classroom. This allows students to read and write about concepts before and after exploring them hands-on in the lab. We have designated science teachers in order to allow a full focus on building out this program. Science teachers create their own lessons based on crosscutting concepts, science and engineering practices, and disciplinary core ideas. By first understanding these dimensions of learning science and pulling quality resources, teachers are able to create rigorous lessons that help build a cohesive understanding of science concepts.

1.15 How the Instructional Program Will Support Development of Technology-related Skills

Most students at Endeavor College Prep use computers daily. During differentiated work time, approximately one third of the class is able to work on iReady math or reading programs on the classroom computers. This daily practice gets students accustomed to interacting and responding using computers.

Our interim assessments are also computer-based to replicate CAASPP testing conditions. These interim assessments are conducted in December and March. Conducting these interim assessments on the computer in an environment that mirrors CAASPP testing conditions allows teachers to identify any challenges that the student have with the testing format that is preventing them from performing to their best ability. It also builds the students' familiarity and confidence for testing in that environment.

The school has several laptop carts that can be used for classes engaging in special projects or lessons, such as teaching word processing, online research, and presentation skills. Additionally, while not a regular class for all students, we have the resources and some teachers have chosen to offer elective classes such as typing and coding.

As educational technology continues to develop, we will continue to place more emphasis on teaching students all of the technology skills needed to be successful in the 21st century.

1.19 Transitional Kindergarten

Due to the size of our school, our TK enrollment is not large enough to support a separate class. Students who are enrolled in TK share a classroom with kindergarten students in a combination class. TK students are taught the kindergarten standards at a pace and using instructional methods that best fit their individual learning needs. TK students who are excelling may be grouped with traditional kindergarten students and proceed at the kindergarten pacing.

1.20 Academic Calendar

The Endeavor College Prep school year is similar to a traditional single-track calendar. Our school year includes 180 instructional days, divided into three trimesters.

The 180 days of instruction provide 62,040-65,940 instructional minutes (depending on the grade level), which are calculated to exclude all non-instructional time including lunch, recess, and any extended day programs that do not include mandatory instruction for all students. The total number of instructional minutes, exclusive of these elements, exceeds the number of annual instructional minutes set forth in Education Code § 47612.5 as outlined in section 1.22.

Teachers have an additional 36 days devoted to professional development, in preparation for the school year and strategically placed throughout the year to analyze interim assessment data.³⁹

³⁹ The summer professional development days and all PD days embedded within the school year are part of the teacher's regular work schedule and compensation for these days is included as part of each teacher's salary. These professional development days are pupil-free days; however, our school schedule exceeds the number of instructional days and minutes required for students.



Academic Calendar 2019-20

Sept. 2: No School—Labor Day

Sept. 16: No School- Professional Development Day

19 Days of Instruction

SEPTEMBER '19						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov. 11: No School—Veterans' Day

Nov. 15: End of first trimester

Nov. 25-29: No School—Thanksgiving

15 Days of Instruction

NOVEMBER '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Jan. 1-3: No School— Winter Break

Jan 6: No School – Professional Development Day

Jan. 20: No School—Martin Luther King, Jr. Day

18 Days of Instruction

JANUARY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 6: End of Second Trimester

March 9: No School – Professional Development Day

March 20-26: Trimester 2 Conferences (Friday Schedule all week)

March 30: No School—March Vacation

20 Days of Instruction

MARCH '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 25: No School—Memorial Day

20 Days of Instruction

MAY '20						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST '19						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug. 1-14: Professional Development Days

Aug. 15-16: Summer Academy

Aug. 19: Professional Development

Aug. 20: First Day of School

9 Days of Instruction

OCTOBER '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct. 7: No School – Professional Development Day

22 Days of Instruction

DECEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec. 2: No School- Professional Development Day

Dec. 6-12: Trimester 1 Conferences (Friday Schedule all week)

Dec. 23-31: No School—Winter Break

14 Days of Instruction

FEBRUARY '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Feb. 3: No School- Professional Development Day

Feb. 14: No School – February Vacation

Feb. 17: No School—Presidents' Day

17 days of Instruction

APRIL '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 13-17: Spring Break

April 20: No School—Professional Development Day

16 Days of Instruction

JUNE '20						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 12: Last Day of School & End of Third Trimester

June 15-19: No School— Team Professional Development (PD)

10 Days of Instruction

1.21 Daily Schedules

The daily schedule of KIPP Endeavor College Prep is constructed to maximize academic instruction. Our school year contains 69,450 minutes in grades K-8 (including transitional kindergarten) calculated to exclude all non-instructional time including lunch, recess, and any extended day programs that do not include mandatory attendance for all students. We exceed the annual instructional minutes set forth in Education Code § 47612.5.

Scholars attend school from 7:30 a.m. to 3:00 p.m., four days a week. Once a week students are dismissed at 1:00 p.m. to allow for the faculty to participate in professional development. Schedules are created to maximize time for literacy and math, knowing that these are vital to a student’s academic success. Figures 1.11 and 1.12 show the amount of instructional time per grade, per subject. Figure 1.13 demonstrates sample daily schedules by grade.

Figure 1.11
Regular Schedule Instructional Time Per Subject

Content	TK/K	1	2	3	4	5	6	7	8
Core ELA	105	105	105	90	95	95	100	100	
Differentiated ELA	40	50	60	60	65	70	85*	85*	
ELD	40	30	30	30	30	30	85*	85*	
Core Math	60	60	55	45	60	60	100	50	
Differentiated Math	30	40	30	60	40	35	85*	85*	
Science	40**	40	40	40	40	40	50	50	
History	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	50
Advisory	20	20	20	20	20	20	20	20	20
PE or Enrichment	60	60	60	60	60	60	60	60	60
Subtotal	395	405	400	405	410	410	415	415	

**This time is divided among ELD, Differentiated Math, and Differentiated Reading. Times are decided based on student need. All EL’s receive at least 30 min ELD daily.*

***Specials class*

Figure 1.12
Early Release Schedule Instructional Time Per Subject (time in min)

Content	TK/K	1	2	3	4	5	6	7	8
Core ELA	70	80	80	65	65	75	100	100	
Differentiated ELA	0	0	0	0	0	0	30*	35*	
ELD	30	30	25	30	30	30	30*	35*	
Core Math	65	55	65	75	75	75	50	50	
Differentiated Math	0	0	0	0	0	0	30*	35*	

Content	TK/K	1	2	3	4	5	6	7	8
Science	0	0	0	0	0	0	0	0	0
History	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	Integrated in ELA	0
Electives	30	30	30	30	30	30	30	30	30
Team & Family Assembly	30	30	30	30	30	30	30	30	30
Subtotal	225	225	230	230	230	240	240	245	

**This time is divided among ELD, Differentiated Math, and Differentiated Reading. Times are decided based on student need.*

Figure 1.13
Minimum Day Schedule Instructional Time Per Subject

Content	TK-5	6-8
Advisory	15	30
ELA	95	45
Math	60	45
Science	-	45
History	Integrated in ELA	45
Enrichment	-	45
Subtotal	210	225

Figure 1.14
Other Schedule Instructional Time Per Subject

Content	TK-5	6-8
Advisory	20	20
Testing Block	135	135
ELA	65	60
Math	65	60
Science	40	45
History	Integrated in ELA	45
Enrichment/PE	40	40
Subtotal	365	405

Figure 1.15 Sample Daily Schedules By Grade

Kindergarten

Regular Schedule

Minimum Day Schedule

7:30-8:15	Breakfast, HR & Advisory
8:15-9:15	Math
9:15-9:45	Diff. Math
9:45-10:25	ELD
10:25-11:00	Lunch
11:00-11:25	Recess
11:25-11:40	Shared Reading
11:40-12:05	Phonics
12:05-12:50	Reading & Writing
12:50-1:10	Recess
1:10-1:30	Interactive Read Aloud
1:30-2:10	Diff. Reading
2:10-2:50	Specials (art, PE, math centers, etc.)
2:50-3:50	PE or Enrichment
3:50 – 4:00	Clean up/ Dismissal

7:30-8:00	Breakfast & HR
8:00-9:05	Math
9:05-9:35	Team & Family Assembly
9:35-10:05	ELD
10:05-10:30	ELA
10:30-11:00	Lunch
11:00-11:30	Recess
11:30-12:15	ELA
12:15-12:45	Electives
12:45 - 1:00	Clean up/ Dismissal

1st Grade

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-8:35	Shared Reading
8:35-9:00	Phonics
9:00-9:30	ELD
9:30-9:55	Recess
9:55 – 10:10	Read Aloud
10:10-11:00	Diff. Reading
11:00 – 11:30	LUNCH
11:30-12:30	Math Lesson
12:30-1:15	Reading/Writing
1:15-1:30	Recess
1:30-2:10	Diff Math
2:10-2:50	Science
2:50-3:50	PE or Enrichment
3:50 - 4:00	Clean up/ Dismissal

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-9:05	ELA
9:05-9:35	Team & Family Assembly
9:35-10:05	Recess
10:05-11:00	Math
11:00-11:30	Lunch
11:30-12:00	ELD
12:00-12:15	Read Aloud
12:15-12:45	Electives
12:45-1:00	Clean up/Dismissal

2nd Grade

Regular Schedule	
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Minimum Day Schedule	
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7:30-8:15	Breakfast, HR & Advisory
8:15-9:10	Math
9:10-9:30	Phonics
9:30-10:00	ELD
10:00-10:25	Recess
10:25-11:00	Reading
11:00 - 11:35	Lunch
11:35-12:15	Science
12:15-12:25	Shared Reading
12:25-12:50	Writing
12:50-1:50	Diff Reading
1:50-2:05	Recess
2:05-2:35	Diff Math
2:35-2:50	Interactive Read Aloud
2:50-3:50	PE or Enrichment
3:50-4:00	Clean up/ Dismissal

7:30-8:00	Breakfast & HR
8:00-9:05	Math
9:05-9:35	Team & Family Assembly
9:35-10:00	ELD
10:00-10:25	Recess
10:25-11:00	ELA
11:00-11:30	Lunch
11:30-12:15	ELA
12:15-12:45	Elective
12:45-1:00	Clean-up/Dismissal

3rd grade

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-9:00	Math
9:00-9:30	ELD
9:30-9:55	Recess
9:55-10:50	Reading/Writing
10:50-11:30	Science
11:30-12:00	Lunch
12:00-12:15	Interactive Read Aloud
12:15-12:35	Word Study/Writing
12:35-1:35	Diff. Math
1:35-1:50	Break
1:50-2:50	Diff. Reading
2:50-3:50	PE or Enrichment
3:50-4:00	Clean up/Dismissal

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-8:30	ELD
8:30-9:00	Team & Family Assembly
9:00-9:30	ELA
9:30-9:55	Recess
9:55-10:30	ELA
10:30-11:00	Electives
11:00-11:30	Math
11:30-12:00	Lunch
12:00-12:45	Math
12:45-1:00	Clean up/Dismissal

4th Grade

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-9:15	Reading/Writing

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-8:30	ELD

9:15-9:30	Word Study
9:30-9:55	Recess
9:55-10:25	ELD
10:25-11:30	Diff. Reading
11:30-12:00	Lunch
12:00-12:20	Interactive Read Aloud
12:20-1:20	Math
1:20-2:00	Science
2:00-2:10	Break
2:10-2:50	Diff. Math
2:50-3:50	PE or Enrichment
3:50 - 4:00	Clean up/ Dismissal

8:30-9:00	Team & Family Assembly
9:00-9:30	ELA
9:30-9:55	Recess
9:55-10:30	ELA
10:30-11:00	Electives
11:00-11:30	Math
11:30-12:00	Lunch
12:00-12:45	Math
12:45-1:00	Clean up/Dismissal

5th Grade

Regular Schedule	
7:30-8:15	Breakfast, HR & Advisory
8:15-9:15	Reading/Writing
9:15-9:30	Word Study
9:30-10:30	Math
10:30-10:55	Recess
10:55-11:25	ELD
11:25-12:00	Diff. Math
12:00-12:30	Lunch
12:30-1:10	Science
1:10-1:30	Interactive Read Aloud
1:30-1:40	Break
1:40-2:50	Diff Reading
2:50-3:50	PE or Enrichment
3:50 – 4:00	Clean up/ Dismissal

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00-8:30	ELD
8:30-9:00	Team & Family Assembly
9:00-10:00	ELA
10:00-10:30	Math
10:30-11:00	Electives
11:00-11:15	Recess
11:15-12:00	Math
12:00-12:30	Lunch
12:30-12:45	Read Aloud
12:45-1:00	Clean up/Dismissal

6th Grade

Regular Schedule	
7:30-7:55	Homeroom
7:55-8:15	Advisory
8:15-9:55	Humanities
9:55-10:45	Science
10:45-11:00	break

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00 – 8:20	Team & Family Assembly
8:25-10:05	Humanities
10:05-10:20	break
10:20-11:10	math

11:00-11:25	Recess
11:25-12:00	Differentiated Time
12:00-12:30	lunch
12:30-2:10	Math
2:10-3:00	ELD/Diff Reading
3:00-4:00	PE or Enrichment

11:15 – 11:45	electives
11:45-12:00	reflection & pack
12:00 – 12:30	lunch
12:30-1:00	Differentiated Time & ELD

7th & 8th Grade

Regular Schedule	
7:30-7:55	Homeroom
7:55-8:45	reading
8:45-9:35	Science
9:35-10:25	math
10:25-10:40	break
10:40-11:30	ELD & Differentiated Time
11:30-11:55	recess
11:55-12:30	ELD & Differentiated Time
12:30-1:00	lunch
1:00-1:20	Advisory
1:20-2:10	history
2:10-3:00	writing
3:00-4:00	PE or Enrichment

Minimum Day Schedule	
7:30-8:00	Breakfast & HR
8:00 – 8:20	Team & Family Assembly
8:25-9:15	reading
9:15-9:30	break
9:30-10:20	writing
10:20-11:10	math
11:15 – 11:45	electives
11:45-12:20	ELD & Differentiated Time
12:20-1:00	lunch

1.22 Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	112	395	28	225	20	210	20	365	180	36000	62040	26040
1	Yes	112	405	28	225	20	210	20	365	180	50400	63160	12760
2	Yes	112	400	28	230	20	210	20	365	180	50400	62740	12340
3	Yes	112	405	28	230	20	210	20	365	180	50400	63300	12900
4	Yes	112	410	28	230	20	210	20	365	180	54000	63860	9860
5	Yes	112	410	28	240	20	210	20	365	180	54000	64140	10140
6	Yes	112	415	28	240	20	225	20	405	180	54000	65800	11800
7	Yes	112	415	28	245	20	225	20	405	180	54000	65940	11940
8	Yes	112	415	28	245	20	225	20	405	180	54000	65940	11940
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

1.24 Teacher Recruiting

Endeavor College Prep recruits qualified teachers to successfully implement the school's mission. Teacher recruiting is supported heavily by KIPP SoCal Public Schools' School Success Team (SST). Teacher recruitment includes job listings posted on a variety of teacher recruiting sites, such as the California Charter School Association, Teach For America, Ed-Join, LinkedIn, Indeed, and various college recruiting sites.. In order to increase our applicant pool, we may participate in job fairs at local universities or hosted by other organizations that target teacher recruiting.

Teacher application and selection is an intense process, designed to gain a deep understanding of the candidate's beliefs, competencies, and potential to work with others to create dramatic student gains. We screen carefully for alignment with Endeavor College Prep's mission, our PRIDE values, ambition to grow professionally, and the desire to work as part of a highly collaborative team.

1.25 Professional Development

Recent educational research demonstrates that the professional development programs with the most positive impact on student achievement include:⁴⁰

- **Collaborative learning:** Teachers have opportunities to learn in a supportive community that organizes curriculum across grade levels and subjects.
- **Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content:** Particularly for math and science professional-development programs, research has emphasized the importance of developing math and science content knowledge, as well as pedagogical techniques for the content area (Blank, de las Alas, and Smith, 2008; Blank and de las Alas, 2009; Heller, Daehler, Wong, Shinohara, and Miratrix, 2012).
- **Active learning:** Teachers apply new knowledge and receive feedback, with ongoing data to reflect how teaching practices influence student learning over time.
- **Deeper knowledge of content and how to teach it:** Training teachers solely in new techniques and behaviors will not work.
- **Sustained learning, over multiple days and weeks:** Professional-development efforts that engage teachers in 30 to 100 hours of learning over six months to one year have been shown to increase student achievement.

Endeavor College Prep embraces these findings as the foundation for our own professional learning community and we devote a significant amount of time and resources to the continual growth of our teachers and leaders.⁴¹

⁴⁰ Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, M, and Orphanos, S. (2009). *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad.*

⁴¹ Our on-going professional development plans are based on the successful practices of high-achieving urban charter schools as studied through the Building Excellent Schools Fellowship and will also draw heavily from the work of Richard DuFour, author of *Professional Learning Communities at Work* and *Learning by Doing*, and Peter Senge, author of *The Fifth Discipline* and its companion resource, *Schools That Learn*.

Beginning with a two- to three-week summer training, teachers learn the expectations of lesson and assessment design, classroom management, and school culture essential to school-wide success.⁴² Each year the summer training begins with revisiting our mission and the tenets of our charter (for both new and returning staff). During this time teachers are trained to use the curriculum, analyze Common Core State Standards and CAASPP assessments, and meticulously plan their first units of study. Time is dedicated to learning about and establishing co-teaching relationships as well as practicing classroom management and instructional strategies. Summer is also a time to build collegiality between teachers and lay the foundation for strong working relationships.

A series of learning walks⁴³, informal observations, frequent check-ins, and formal observations provide the instructional leaders with the data necessary to ensure they are able to support each teacher as they pursue excellence in their craft. Teachers should also expect to receive meaningful written feedback at least once a month and have their overall performance reviewed annually.⁴⁴

Weekly Content team meetings after school allow for teachers to collaborate and grow professionally. During this time, a coach leads teachers through the analysis of content-specific data, sharing best practices, and increasing support for students. Teachers may be asked to share best practice, which continues to inspire collaboration and growth outside of meetings.

Weekly staff development meetings are held one afternoon a week to provide on-going support for teachers throughout the year. During this time, teacher teams work together to plan lessons, analyze student work, create action plans to meet both individual student and whole-class needs, and continually improve their practice. Most of these professional development sessions will be led by the School Leader, Assistant School Leaders or Deans. Other members of the KIPP SoCal team and outside experts may lead sessions as well, as appropriate.

Professional Development topics include:

- School culture, including PBIS
- Character development
- Classroom management
- State content standards and assessments, including CCSS and Smarter Balanced assessments
- Long-term lesson planning, backward mapped from CCSS and LCAP goals
- Daily lesson design
- Informal and formal assessment
- Data analysis, including progress toward LCAP goals

⁴² The summer professional development days and all PD days embedded within the school year are part of the teacher's regular work schedule and compensation for these days is included as part of each teacher's salary.

⁴³ A learning walk is an intentional tour of the entire campus conducted by the School Leader or Assistant School Leader and joined by other members of the instructional team focusing on a specific topic such as student participation rates, posted objectives, use of wait time, 100%, or other data that allow evaluation of the student culture and learning environment.

⁴⁴ A draft of the teacher evaluation plan (based on the Professional Growth Plans used by the Achievement First Schools) can be found in Attachment G.

- Teaching ELA standards in a literature-based program
- Effective feedback for students
- Teacher collaboration
- Co-Teaching models & best practices
- Differentiated instruction
- Student engagement techniques
- Communicating with and engaging parents and guardians
- English Language Learner strategies and compliance
- Special Education strategies and compliance
- Effective strategies for vocabulary development and Academic English
- A variety of protocols (for examining student work, observing peers, solving problems, student-led conferences, etc.)
- Integrating literacy in the content areas
- Integrating technology
- Health and safety, including state child abuse reporting and school’s safety plan
- Emergency preparation

In addition to weekly staff development time each week, full days of professional development have been built into the annual calendar to allow for deep analysis of start-of-year and mid-year assessment data and allow time for significant collaboration between teachers at least each trimester.

Endeavor College Prep has an extensive professional resource library for teachers in the Think Tank, our teacher work space. We also take advantage of external PD opportunities and send teachers and staff to trainings, workshops, and conferences offered by organizations such as

- Building Excellent Schools
- LACOE
- LAUSD (especially for Special Education topics through COP3)
- Teach For America
- UnboundEd
- The Management Center
- Uncommon Schools
- Bright Morning Coaching
- The California Charter Schools Association
- Young, Minney, and Corr

Meeting the Needs of All Students

At the core of Endeavor College Prep’s mission is the unwavering belief that all students, regardless of their socioeconomic or educational background, deserve a high-quality, college-preparatory education. With this core belief, we are targeting a student population that is largely considered “at-risk” for academic failure based on factors such as income level or home language. Endeavor College Prep’s educational program was designed very deliberately to meet students where they are instructionally and accelerate them to achieve mastery at and above grade level.

Our school design includes the following key elements—common to high-performing urban charter schools—to meet the needs of each potentially “at-risk” student:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size, low student to teacher ratio, and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in transitional kindergarten through sixth grade
- Small, leveled guided reading groups in transitional kindergarten through fifth grade
- Systematic, explicit instruction in phonics and phonemic awareness in transitional kindergarten, kindergarten, and first grade
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Co-teaching strategically used to improve teacher to student ratio, target specific skills, and increase differentiation
- Word Walls to reinforce academic vocabulary
- Differentiated classes designed to meet the academic and developmental needs of students in grades four through eight
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

Additional strategies target students who may have additional needs—students performing far above or below grade level, students with low socioeconomic status, English Language Learners, and Special Education students. These additional supports are incorporated within the school day and/or offered during Prep Plus, as needed.

1.26 ENGLISH LEARNERS

KIPP Endeavor College Prep serves a large percentage of English Language Learners (ELLs): approximately 43% of the overall school population. The achievement of high levels of English proficiency and overall academic success of each of these students is critical to our mission of college preparation.

A detailed description of KIPP Endeavor College Prep’s program for ELs is documented in KIPP SoCal Public Schools’ EL Master Plan, which has been submitted to the District as a stand-alone document as part of our charter renewal petition.

Identification of English Language Learners

Endeavor College Prep adheres to all applicable state and federal laws and regulations with regard to serving ELL students. The staff of Endeavor College Prep adheres to the following plan to initially determine a student's English language proficiency:

- Families complete a home-language survey upon enrollment in the school.
- Students whose primary language is not English are initially assessed using the California English Language Proficiency Assessment for California (ELPAC) within the first 30 days of enrolling in Endeavor College Prep if it is the first California public school they have attended.
- Annual assessment of English proficiency is conducted within the annual ELPAC testing window, in the spring. We notify all parents of our responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results.
- ELL students are placed in mainstream classes for core academics and receive additional English Language instruction as necessary, using both designated ELD resources and integrated ELD strategies. Based on assessment results, the Instructional Coaches work with teachers to create a plan to meet the additional instructional needs of each student identified as an English Language Learner. This instruction may occur during differentiated work time and may also occur as specialized pull-out intervention.
- ELL students are re-evaluated with the ELPAC test each spring until redesignated as English Language proficient.

English Language Development Program for English Language Learners

All classroom teachers provide ELD support through an integrated Structured English Immersion ("SEI") program. Instructional Assistants and classroom teachers provide support to ELLs in small groups during Differentiated Instruction Time.

Students also receive differentiated instruction time. A combination of iReady, AR, and small group instruction with a teacher are used. During Differentiated Math and Reading, students are in small groups in order to best accelerate their learning and catch them up to grade-level standards of performance. While the curricula used for this targeted intervention varies based on students' specific needs, teachers will use an even more frequent assessment regimen to ensure that student progress is monitored accurately and teaching methods are frequently adjusted to produce maximum results. ELLs in grades K-8 receive support in small groups with their English fluent peers. Teachers use assessment data, classroom observations, iReady data, and other tools to identify student's unique needs, strengths, and weaknesses. Teachers consistently meet the widespread learning needs of their students using such differentiation strategies, such as: flexible ability groups, leveled readings, learning centers, varied time allotments or staggered due dates, group or partner work, learning logs, reading journals, or page goals, and/or individualized or skill-based practice sets. While the exact process or product that evidences mastery may vary from student to student, differentiated instruction time allows for all students to achieve success with the same content standards and with the support of being in a small, leveled, group. Students also complete lessons on i-Ready, which integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs.

Teachers in integrated and designated time will use strategies effective in meeting their specific literacy needs. These strategies may include, but are not limited to: (a) Pre-teaching of key vocabulary, (b) Peer tutoring with students who demonstrate more advanced English skills, (c) Use of native language to clarify words or concepts, (d) Supportive culture of high expectations and discipline, (e) Predictable class structure, (f) Extended time for literacy (reading and writing) instruction, (g) Word Walls or Vocab Walls to reinforce academic vocabulary, (h) Phonics, decoding, and fluency groups, (i) Small, leveled guided reading groups, (j) Systematic reading strategy and textual analysis instruction, (k) Independent reading at each student's level, (l) Frequent use of "think-pair-share," turn-and-talks, and other cooperative learning strategies, (m) Use of graphic organizers and images, (n) Reinforcement of ELA standards in all content areas, (o) Explicit vocabulary instruction in all content areas, (p) Group work in all content areas, (q) Frequent use of assessments and specific feedback from teachers, and (r) Frequent communication with and engagement of parents in supporting academic and behavioral expectations.

Reclassification Process

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

1. Demonstrate academic English proficiency on the English Language Proficiency Assessment, or an alternate assessment as required by the student's IEP or Section 504 Plan. The Charter School will follow the recommendation from the State Board of Education to determine proficiency levels.
2. Demonstrate ELA proficiency on one of the following assessments:
 1. CAASPP ELA (grades 3-8) - a score of 3-4 for general education students, or a score of 2-4 for Special Education students
 2. NWEA MAP Reading assessment - a score in the 50th percentile or above for grades 3-8, or the 75th percentile or higher for grade 2 students
3. Teacher Recommendation
 1. Grades 2-5 require recommendation from the student's classroom teacher, based on the student's ELA performance in the classroom
 2. Grades 6-8 require a passing final grade of "C" or better in ELA in the most recent quarter.
4. Parent Recommendation
 1. The final criteria is approval by the parent or guardian to exit from the English Learner program, after the student has met the first 3 criteria.

Monitoring Progress of ELs and Effectiveness of the Program

Monitoring Progress and Effectiveness of Supports for LTELs

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

Monitoring of Reclassified Fluent English Proficient Students

The Charter School will notify parents and guardians of reclassification, update the school and school district records, as well as monitor the student's progress for four years. After reclassification, former EL students' academic progress will continue to be monitored by the EL Coordinator, in an approach mirroring the 2-prong monitoring of English Learner students. RFEP students' academic progress will be observed to ensure academic achievement continues to grow, as well as to quickly identify any students who may have been reclassified prematurely who may still benefit from various EL-related supports.

Periodic Assessment of EL Program

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

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

1.27 Students Achieving Above Grade Level

In her 1997 article "What It Means to Teach Gifted Learners Well," Carol Ann Tomlinson states that "what it takes to teach gifted learners well is actually a little common sense. It begins with the premise that each child should come to school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. And it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait."

While we believe that most students are appropriately challenged by our rigorous academic program, Endeavor College Prep is committed to working with students who are performing above grade level to provide additional challenge. We do not currently identify students for Gifted and Talented Education (GATE). Instead, we differentiate instruction so as to challenge all students at their highest capacity.

Students earning advanced scores on the state tests, interim assessment scores, or otherwise identified by their teachers as high-achieving during their regular data analysis cycles, will be targeted to receive differentiated instruction to give them deeper or accelerated learning. These students benefit from the following components of our school's design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques that challenge each student
- Small school size and safe environment, where academic achievement is “cool”
- Small, leveled guided reading groups that allow high-achieving students to access challenging literature
- Extensive independent reading at each student's level that allows each child to excel at his or her own pace
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting our college preparatory mission
- Opportunities to build leadership skills through peer tutoring

Classroom teachers are trained to differentiate lessons to meet the needs of advanced learners and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and variety of processes used and products created. The teachers' frequent data analysis will identify any students who are ready for additional challenge, content acceleration, or enrichment. For example, independent reading at Endeavor College Prep is monitored through the Accelerated Reader program. For independent reading, we do not use a one-size-fits-all textbook approach. Students read books at a level determined through comprehension metrics measured and monitored through the program. This allows our more advanced readers to access literature above their current grade level. Likewise, small groups organized throughout the day (during reading, math, differentiated reading, and differentiated math) allow teachers opportunities to present differentiated material to students who are excelling with the regular course content.

These students are also challenged through preparation for and participation in a variety of school-based, academic competitions, like spelling bees, science fair, etc.

1.28 Students Achieving Below Grade Level

While we believe that most students' needs are being met by the wide variety of school-wide supports already in place, Endeavor College Prep is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. As mentioned in the section above, the teachers' frequent data analysis, including structured collaborative analysis during content team meetings with teachers of the same subject, allows for identification of students who are struggling in a specific subject.

A student at Endeavor College Prep is considered low-achieving if they meet the following criteria:

1. performing more than one level below his/her actual grade level based on class assignments and assessments
2. earning below 70%⁴⁵ in one or more core subjects and therefore in danger of failing the grade
3. not on track to make at least one grade level of growth in reading, writing, and math

Students with below-grade-level skills benefit from the following components of our school's design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in grades transitional kindergarten through six
- Small, leveled guided reading groups in grades transitional kindergarten through five
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Small group math instruction in grades transitional kindergarten through three
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Frequent use of assessments and specific feedback from teachers
- Additional intervention, from a Teaching Assistants with guidance from the teacher of the participating students
- Additional intervention, if needed, through our SSPT process
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

In addition to the supports offered to all students, low-achieving students at Endeavor College Prep are strategically grouped for small-group instruction during differentiated reading and differentiated math periods for additional academic help. This allows students full access to all core and non-core content while meeting the students' needs.

Their progress is monitored weekly by their core academic teachers and students who are not making adequate progress toward grade-level standards will be referred to the Student Success and Progress Team for further consideration.

⁴⁵ In transitional kindergarten through first grade, this would be a score of 1 or 2 in core subjects.

Student Success and Progress Team

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

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

Anyone who has on-going concerns about a student's achievement can refer that student for SSPT consideration and anyone who is connected with that student can participate in the SSPT meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child's unique needs.

1.29 Socio-economically Disadvantaged Students

We believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches are based on each student's instructional needs, not their income level. That said, we know that students in this subgroup face particular challenges.

Our student information system (SIS) database is able to identify which children are recognized by the state of California as being socio-economically disadvantaged based on their parents' education level and whether they qualify for free or reduced lunch. This subgroup designation is on the student record that each child's teacher can access through our SIS. When teachers engage in analysis of their students' academic performance data, they are able to monitor the progress of

any of their students who are in this subgroup and work with their instructional coach to plan instruction and intervention (if necessary) accordingly.

Over 90 percent of our students qualify for free and reduced lunch. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially “at-risk” students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

For students from low socio-economic backgrounds, we are sensitive to the financial burdens that schools often place on families. If a teacher or any staff member notices signs of economic distress in a child (beyond academic performance) he or she lets our Family and Community Outreach Coordinator know and he can offer support for families by providing free or discounted school supplies, uniforms⁴⁶, etc. when needed. We have also partnered with local businesses such as Sears and Warehouse Shoe Sales (WSS) to provide free or discounted clothing for our school community.

Additionally, we provide experiences and exposures that low SES students may not typically have. These include:

- Educational field trips during the school day
- Optional exploratory field trips on the weekends such a hikes in local mountains
- College tours
- Annual high school fair
- Private high school tours
- Family support for navigating the public magnet school and private high school application process
- Assistance for private school scholarship applications

1.30 Other Subgroups, Including Foster Youth

Foster youth and homeless youth are identified as part of the enrollment process at Endeavor College Prep through specific questions that are part of our enrollment packet. Changes to living status may be reported to our office and updated at any time. To be sure that changes do not occur without being reported, we confirm address and guardian information during report card conferences in December and March.

Endeavor College Prep has two full-time counselors and a full-time psychologist who can be available to children who experience stress caused by the instability of homelessness or living with a foster family. We also maintain a list of local service providers and support agencies to help students or their families.

⁴⁶ Endeavor College Prep provides every student with a free uniform shirt. The Charter School provides assistance purchasing additional uniform shirts and/or other clothing for families in need.

While neither foster youth nor homeless youth make up more than the 10% threshold to be a publicly reported subgroup, they are subgroups that are identified in our SIS, so the teachers monitor academic progress of any of their students in this subgroup through our data analysis processes and RtI program, so we are confident that that the needs of our foster and homeless youth will be met through the differentiation and various interventions that Endeavor College Prep offers.

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

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

1.31 A Typical Day: What a Visitor Would Expect to See

The following describes the experience of a visitor spending the day with a fourth grade class at Endeavor College Prep:

7:10 a.m. Before School	A visitor spending the day at Endeavor College Prep would likely arrive in the morning, shortly after 7:00 a.m. He would see that the school is already prepared for the day—an easel greets students and reminds parents about the upcoming parent workshop and the school’s office manager is supervising the handful of students who have already arrived. A group of parents is gathered near the playground where they are discussing the students’ upcoming trip to visit U.S.C. It will be their second field trip this year and more than a dozen parents have already volunteered to chaperone.
7:15 a.m. Huddle	Promptly at 7:15 all of the 3-5 teachers and various members of the operations and student supports teams meet in one of the fifth grade classrooms. They refer to this daily meeting as the “morning huddle,” and there are three that happen simultaneously throughout the building. It serves as their daily opportunity to
	connect and refocus on school-wide priorities for the day. Today the reminders include aiming for 100% participation in class discussions and making it to class right on time at the end of recess. Today is “Thankful Thursday” so they all take a few minutes to write positive post-it notes to students or staff they want to appreciate this week. The teachers break from the huddle with an “ECP on 3!” and spread throughout the building to their assigned arrival supervision stations.

<p>7:30 a.m. Arrival</p>	<p>At exactly 7:30 the doors open at four strategic entrances. Within the next 10 minutes approximately 650 students will enter get their breakfast and make it to their classrooms. At each entrance to the building the scholars are greeted with a handshake and a smile. Children have been taught to make eye contact, have a firm handshake, and return the greeting, and the visitor is pleased to see that most of the students also greet guests with “Good Morning” and a smile.</p> <p>Once inside, scholars pick up breakfast and head directly to their classroom. The hallway is lined with information about colleges mixed with examples of extraordinary student work. On the day of this visit there are displays which showcase the students’ persuasive essays, geography quizzes, and math vocabulary drawings.</p> <p>At the classroom door, they are greeted again with a handshake. Students drop off their breakfast, take out their books, binders, and folders, and hang their backpacks on the assigned hooks before settling down to eat. The visitor notices how the whiteboards are already set up for the day, the mellow jazz music in the background that seems to set the tone for the room, and the way each student follows this morning routine without a reminder.</p>
<p>7:45 a.m. Homeroom</p>	<p>By 7:45 all students have arrived for the start of homeroom time. Five student homework checkers grab clipboards from the side table and work with their classmates to scan each homework assignment and note any assignments that are missing or incomplete. Today, all but one student have completed all of their assignments. During the morning homework check the visitor might walk around the room and notice the “Shout Outs” covering the sides of each student’s desk—colorful notes of praise from classmates and teachers—and also a few Post-it notes on desktops from teachers reminding an individual student to “Raise your hand more!” or “Write in complete sentences!”</p> <p>A few minutes before 8:00 a.m. both homeroom teachers, Ms. Arguello and Mr. Sanchez, greet the students, who echo back their response. Ms. Johansen shares an inspirational quote—today it is Eleanor Roosevelt, “The future belongs to those who believe in the beauty of their dreams.” She wishes the students a beautiful day and reminds them to try to earn every PRIDE point they can, for their preparation, respect, integrity, determination, and enthusiasm, core character values of the school. As a class, yesterday they were two points shy of a perfect day.</p>

<p>8:15 Reading/ Writing</p>	<p>Mr. Sanchez then places today’s grammar practice on the overhead. Students turn in their binders to the writing Do Now and begin to work, using standard editing marks to correct common errors in capitalization, punctuation, and frequently misspelled words from last week’s spelling list.</p> <p>“Good afternoon, authors!” “Good afternoon, Mr. Sanchez!” Mr. Sanchez begins the class not by correcting the Do Now but by announcing the five scholars who earned 100% on Friday’s grammar quiz. He invites each of the five to correct one of the Do Now sentences while their classmates follow along on their papers.</p> <p>The fourth-grade writing test is coming up, and the students are in the middle of their narrative writing unit. Today they will spend the bulk of the class period responding to a prompt asking them to tell the story of a time someone surprised them. While they move independently through the steps of the writing process, Mr. Sanchez works the room, giving pointers, reminding students to read their drafts aloud to revise and edit, and conferencing when a student seems temporarily stuck.</p> <p>Seven minutes before the end of class, Mr. Sanchez asks students to share their narratives with their partners and reminds them to finish revising and bring a second draft with them tomorrow.</p>
<p>9:30 Recess</p>	<p>Recess is short. This means that students line up quickly and quietly in order to maximize their playing time. Half of the teachers head out with them to turn the double-dutch rope, play basketball, or walk laps around the perimeter of the playground. The other half of the teachers takes a quick break before joining the rest of the teachers and the students for lunch.</p>
<p>10:25 a.m. Differen- tiated Reading</p>	<p>Students grab their books and folders for guided reading and head to the front or back of the classroom, while a few students silently make their way to the bank of computers in the back of the room and get started on independent work in iReady. One group works with Ms. Arguello to decode multisyllabic words, another group is practicing finding the main idea of several short informational articles with Mr. Martinez, and a well-prepared student-led group takes turns reading Eleanor Estes’s <i>The Hundred Dresses</i> and answering questions the teacher has prepared about character traits and motivation.</p>
<p>12:00 Read Aloud</p>	<p>Reading class always starts with a Do Now, except for today. Today is the last chapter of Ralph Fletcher’s <i>Fig Pudding</i> and Ms. Arguello promised they could skip straight back to the read aloud of the novel. Students squirm in their seats with anticipation until she finally beckons them back to the rug. They review what has happened in each of the previous chapters and Ms. Arguello asks them to share predictions for the final chapter with a partner. When she opens the book to read Chapter Nine the students turn all of their attention to the book as they seek to figure out how the Abernathy family will deal with the tragedy they</p>

read about yesterday. Many of the students cried yesterday when a major character unexpectedly passed away. The final chapter brings a satisfying resolution and students applaud as their teacher closes the book one final time. She leads a discussion on author's craft and how the author effectively engages the readers' emotions and also talks for a few minutes about the other books Ralph Fletcher has written. The students seem eager to check them out of the classroom library.

Ms. Arguello then reviews the textual analysis objective for the day and leads a short mini-lesson on character traits. Students write paragraphs describing characters from *Fig Pudding*, using at least three examples of evidence from the text to support their description. A few students share their best paragraphs with the class.

Reading class ends with twenty-five minutes of independent reading. More than half of the class has earned the privilege of sitting wherever they want while they read and they scatter throughout the room propped up on colorful pillows. Ms. Arguello makes sure everyone is settled before working with a small group. She meets with this group every other day to reinforce their comprehension skills as they struggle to make the transition from picture books to chapter books. They are showing progress but still need a lot of reinforcement to maintain concentration with longer stories. As a few students finish their books, they log in to take a short comprehension quiz on the computer, record their scores on their independent reading logs, and then exchange their books for a new title.

Five minutes before the end of reading class Ms. Arguello asks students to find a good stopping point in their books and turn to chat with a partner about the characters in their book—specifically to compare one of their characters with a character from *Fig Pudding* and explain the evidence from the text that backs up this claim. Students talk excitedly about how a character is gullible like Bobby or responsible like Cliff or crazy like Uncle Billy, until their teacher gives the signal to head back to their desks. They clean up and prepare for their next class to begin.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

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

Measurable Pupil Outcomes: Summative Assessment Performance Targets

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

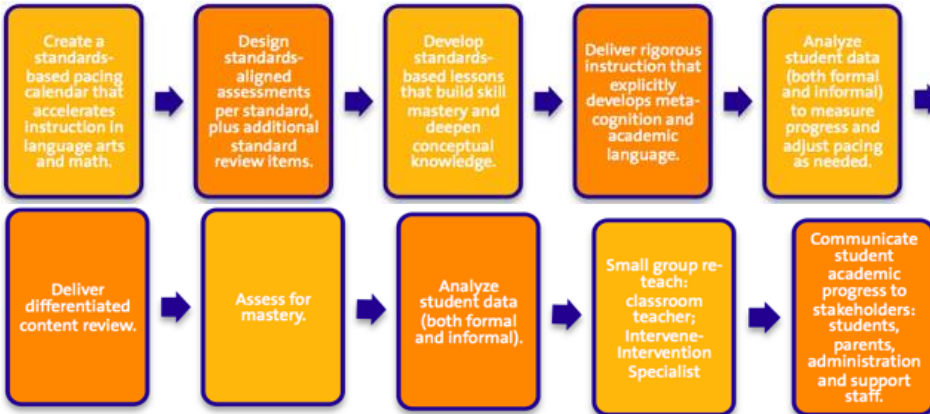
Methods for Measuring Pupil Progress Toward Outcomes

Instructional Cycle and Assessment

All Endeavor teachers use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as social studies and science follow an adapted version of this cycle, while reading and writing will follow Lucy Calkin’s Reading and Writing Workshop model. This method of instruction focuses on the goal of fostering lifelong readers and writers. Professional development, grade-level planning and 1:1 check-ins between leadership team and teachers 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 2.1 shows the ten steps of Endeavor’s instructional cycle. While the first step is completed in the summer, the following steps in the cycle are ongoing.

Figure 2.1: Endeavor’s Steps of Instructional Cycle



Endeavor works 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 three through eight take the CAASPP each spring. Additionally, all students in Kindergarten through second grade and EL students in all grade levels take a reading and math norm-referenced test in the fall and the spring. Detailed reports by student and by class are created to facilitate in-depth analysis and data-informed decision-making. Teachers look at multiple sources of data, including daily exit tickets, to identify the students who have not yet mastered the standard. Teachers then work with the leadership team to identify the proper interventions. Thoroughly analyzing annual student achievement results allows the

staff to reflect on teaching practices and identify areas of strength and areas of weakness to improve in the upcoming years.

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

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

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

Standardized Testing

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

Formative Assessments

Endeavor administers initial assessments, exit tickets, and regular unit assessments in an effort to determine where students are performing at any given time. These assessments

guide instruction and help determine which students need additional support or which students can be pushed to achieve at even higher levels.

Initial Assessments

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

Exit Tickets and Unit Assessments

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

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

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

At grade-level or department meetings throughout the unit assessment cycles, teachers continue to discuss their students' progress in mastering standards, analyze student work, and discuss best practices. Each teacher receives one-on-one coaching from a member of

the leadership team, which, in part, focuses on planning, lesson observation, feedback, and informal assessments as they relate to student outcomes on summative assessments.

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

Performance expectations for these assessments can be found below:

Figure 2.2: Endeavor’s Performance Expectations

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

Data Analysis and Reporting

KIPP SoCal Public Schools maintains extensive data on student demographics, performance, and participation in special programs for all of its charter schools. These data are stored in our student information system, Infinite Campus. Infinite Campus allows Endeavor to collect, analyze, and share data on student performance on formative and summative assessments easily. The KIPP SoCal Regional Academic Team maintains the database system and ensures confidentiality and security.

Through Infinite Campus, our teachers are able to assess individual student performance, analyze classroom patterns, and target and tailor instruction accordingly. Infinite Campus 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 normed reference assessments
- Student report card grades

- Individual item responses on internal assessments created through Infinite Campus
- Other student-level data as necessary

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

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

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

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

Grading Policy

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

Figure 2.3: Lower and Upper School Report Cards

Report Card

Name:

Grade:

Homeroom:

Attendance				
	Q1	Q2	Q3	Q4
Absent				
Late				
Present				

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

GPA				
Q1	Q2	Q3	Q4	Cumulative

Grading Scale							
A+	94-100%	B+	88-93%	C+	78-79%	F	0-69%
A	90-93%	B	84-87%	C	74-77%		
A-	86-89%	B-	80-83%	C-	70-73%		

Course	Teacher	Q1	Q2	Q3	Q4	Current Quarter Comments

Student: _____	School Year: _____
Teacher: _____	Grade: _____

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

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

Key to Character Strength Grades			
5	Strength	AG	Area of Growth

Attendance				
	Q1	Q2	Q3	Q4
Tardies				
Truancies				
Absences				
% Present				

Character Strengths				
	Q1	Q2	Q3	Q4
zest				
grit				
self-control: School work				
self-control: Interpersonal				
optimism				
gratitude				
social intelligence				
curiosity				

Homework				
Q1	Q2	Q3	Q4	EDY Goal
				90%

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

Sight Words				
Q1	Q2	Q3	Q4	Grade Level EDY Goal
				300

Fluency				
Q1	Q2	Q3	Q4	Grade Level EDY Goal
				90 wpm

MAP Scores				
	Fall	Winter	Spring	Grade Level EDY Goal
ELA				
Math				

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

Promotion and Retention Policies and Procedures

KIPP Endeavor College Prep (“Endeavor”), like all KIPP SoCal Public Schools, follows KIPP SoCal’s Board Policy on Acceleration and Retention. Endeavor expects students to progress through each grade level within one school year. To accomplish this, instruction accommodates the variety of ways students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement for each grade level.

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

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

- Failure in one or more classes
- Chronic absence
- Scoring below proficiency on standards-based assessments
- Scoring below grade level on reading assessments
- Below proficiency on California standardized assessments
- Below grade level on normed referenced assessments

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

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

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

Element 4 - Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Governance Structure

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

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

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

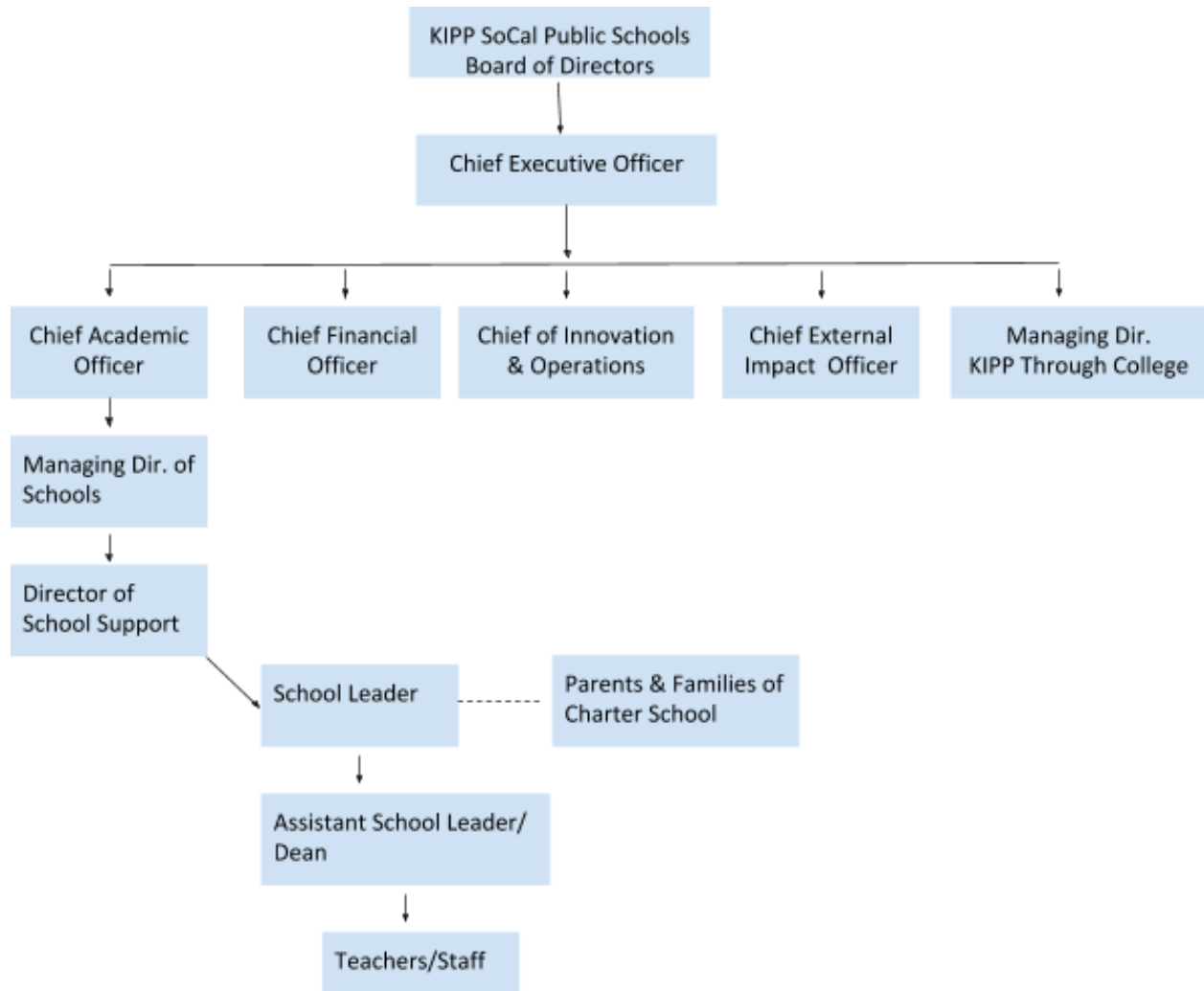
Organizational Chart

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

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

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

Figure 4.1: The Charter School Organization Chart



Role of Governing Board

Figure 4.2: Organization of Governing Board



The KIPP SoCal Public Schools Board of Directors (the “Board”) includes several standing committees, designed to enhance the operation of the Board and provide additional oversight. The Board and all standing committees hold public meetings in accordance with

the Ralph M. Brown Act, SB 126, and Education Code Section 47604.1. KIPP SoCal has the following standing committees, each with three-to-four board members:

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

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

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

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

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

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

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

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

Duties of Chief Administrative Employees

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

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

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

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

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

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

Governing Board Composition and Member Selection

Composition of KIPP SoCal Public Schools Board of Directors

The KIPP SoCal Public Schools Board of Directors is comprised of community members. The authorized number of directors on the KIPP SoCal Board shall not be less than three and not greater than 20. Directors shall hold office for three years and until their successors are appointed, or until their earlier death or resignation. The Board is comprised of individuals with experience in education, nonprofits, entrepreneurial growth companies, legal, real estate, community service, philanthropy, media, and education policy. KIPP SoCal Public Schools seeks to have a diverse board that can provide a variety of expertise, opinions, and perspectives to help the organization continue to improve.

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

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

Qualifications of KIPP SoCal Public Schools Board Members

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

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

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

Board Recruiting and Selection Process

It is important that every member of the KIPP SoCal Board of Directors is focused on the needs and expectations of KIPP SoCal. We achieve this by ensuring potential candidates are

invested in KIPP SoCal's mission, understand the expectations for Board participation, and have a vision for their contribution to the Board. We achieve this alignment through the following Board recruiting process:

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

Roles and Responsibilities of KIPP SoCal Public Schools Board Members

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

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

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

Board Professional Development

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

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

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

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

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

Governance Procedures and Operations

Meetings of KIPP SoCal Public Schools Board of Directors

KIPP SoCal Public Schools Board of Directors and its committees hold public meetings in accordance with the Ralph M. Brown Act and SB 126 (Education Code Section 47604.1). Board members support the mission of the school and serve on the Board voluntarily. In the conduct of meetings, the KIPP SoCal Board will:

- Publicly post an agenda at least 72 hours prior to all Board meetings in accordance with the Ralph M. Brown Act requirements. Agendas will be directly linked on KIPP SoCal's website as well as the website for each individual school. Additionally, the agenda will be posted at the main entrance of each individual school and at KIPP SoCal Public Schools' offices. In the event of a special meeting of the Board, 24-hours notice must be given.
- Hold all meetings within the physical boundaries of the county in which the greatest number of KIPP SoCal Public Schools students reside.
- Set up a two-way teleconference location at each school site and resource center
- Post audio or video recordings of all Board meetings on KIPP SoCal's website as well as the website of each individual school.
- Set aside time at each meeting for public comment on agenda and non-agenda items.
- Give members of the public requiring the use of a translator at least double the time normally allotted for public comment.
- Conduct all votes in public, unless a vote is permissibly cast in closed session.
- Upon request, provide to members of the public copies of any materials provided to the Board (unless specifically exempted by the Brown Act or Public Records Act).
- Approved minutes from the previous Board meeting are posted on the KIPP SoCal Public Schools website.

The KIPP SoCal Public Schools Board of Directors meets at least quarterly (four times per year or more). The annual meeting schedule is created in advance of the year in collaboration with the Governance Committee and KIPP SoCal Public Schools management. Meetings are aligned to the needs of the organization including mandatory deadlines to meet applicable district, state, and federal requirements. The Board Secretary is responsible for recording governing board actions.

Quorum and Voting

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

Abstention Process

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

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

Telephone and Video Meetings

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

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

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

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

- At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within in the geographic boundaries of each school district in which KIPP SoCal schools are located
- All votes taken during a teleconference meeting shall be by roll call

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

Stakeholder Involvement

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

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

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

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

Role of Parents

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

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

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

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

Local Control and Accountability Plan

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

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

School Site Council and English Language Advisory Council

The charter school will establish a school site council (SSC) in accordance with the requirements of Education Code Section 65000. The school site council is a group of teachers, parents, and classified employees that work with the school leader to develop,

review, and evaluate Title I programs and budgets. The School Site Council's major responsibilities may include:

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

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

Element 5 - Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Employee Positions and Qualifications

The Charter School is led by our school leader. The school leader reports to the Director of School Support, who in turn reports to the Managing Director of Academics. The Managing Director of Academics reports to the Chief Academic Officer. The school leader is charged with running the Charter School and overseeing all aspects of the Charter School from academic achievement to operational compliance to family engagement.

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

Figure 5.1: KIPP SoCal Public Schools Job Descriptions and Qualifications

<i>School Leadership Team (Administration)</i>
<i>School Leader</i>
The School Leader sets and enforces rigorous standards for student achievement that are aligned to the goals of KIPP SoCal Public Schools. The School Leader provides

organizational, instructional, and operational leadership, as well as recruits and hires instructional and support staff. They also serve as a liaison between teachers, parents, and the community.

Assistant School Leader/Dean

The Assistant School Leader/Dean models and supports implementation of the School Leader's vision and goals. They own the implementation of select school priorities and assume a leadership role in data-driven instruction and progress monitoring, including recommending to the School Leader what schoolwide professional development will be the highest leverage in improving student results.

School Business Operations Manager

The School Business Operations Manager leads all non-instructional functions of a school, allowing the School Leader and other instructional staff to drive superior student achievement. The School Business Operations Manager manages a school-based operations team, ensuring the school is in compliance with all local, district, state, and federal laws and regulations, and leading all efforts toward operational excellence, including finance and purchasing, student information and reporting, facilities, the school nutrition program, student recruitment and enrollment, emergency preparedness, and trip planning and event coordination.

Qualifications

- BA required; MA preferred
- For School Leader and Assistant School Leader/Dean, a minimum of three years of successful, full-time, lead-teaching experience required
- Master's degree preferred for School Business Operations Manager
- Minimum two years of administrative or leadership experience in a school setting required
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of KIPP SoCal Public Schools

Classified Staff

School Operations Coordinator

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

Registrar

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

School Operations Assistant

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

Qualifications

- A bachelor's degree from an accredited college or university required
- High School Diploma for Operations Assistant
- Minimum two years of experience; four years preferred
- Spanish language skills is a plus for office staff
- Prior school or nonprofit experience preferred
- Ability to work in a Windows and Macintosh environment
 - Experience managing data
 - The ability to work autonomously
 - Demonstrated initiative, leadership, and tenacity
 - Strong commitment and passion for KIPP SoCal's mission and values

Certificated Staff

Core Teacher *Intervention Teacher*

KIPP SoCal Public Schools seeks dynamic educators to teach our students. The primary responsibilities of a KIPP SoCal teacher are to ensure that students achieve and/or exceed grade level standards, and to provide students with a strong college-preparatory

education. Other responsibilities include: delivering a high-quality, rigorous, and effective curriculum; planning, implementing, and reflecting upon all aspects of instruction in the assigned areas in order to realize the Charter School's mission; and developing in all students positive character habits centered around the Charter School's values. KIPP SoCal teachers report to and are evaluated by their school's leader.

Special Education Teacher

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

Elective Teacher

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

Qualifications

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

Instructional Support Staff

Instructional Assistant

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

Qualifications

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

Regional Support - School Success Team

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

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

Element 6 - Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs

that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(D):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and

maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Custodian of Records

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

Promoting Health and Wellness

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

Health and Safety

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

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

School Safety Plan

The Charter School will adopt and adhere to a School Safety Plan, to be reviewed and updated by March 1 of every year. The Charter School's School Site Council will write and develop the School Safety Plan specifically to the needs of the school site in conjunction with law enforcement, the fire department, and other first responder entities. The School Safety Plan will include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable

- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on campus and at school-related functions.

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

Medication in School

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

Drug, Alcohol, and Smoke-Free Environment

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

Access to Mental Health Services

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

Preventing Bullying

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

Immigration Policy

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

Element 7 - Means to Achieve Ethnic and Racial Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Plan to Achieve Racial and Ethnic Balance

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

Outreach Activities

Each year, the Charter School implements a multi-pronged recruitment strategy that cuts across the four key areas of student recruitment that have proven to yield optimal outcomes: (1) leveraging families and KIPP SoCal Public Schools partners; (2) community engagement; (3) creating partnerships with feeder programs; and (4) marketing, advertising, flyer, and neighborhood canvassing. We begin our outreach efforts by first mapping community assets and meeting with key constituents. Beginning in the year preceding our opening, we have implemented the marketing tactics listed below from September through mid-February. Our student recruitment practices include:

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

Outreach Materials

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

Maintaining Racial & Ethnic Balance

Recruiting students from the immediately surrounding community 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 and family.

Element 8 - Admission Requirements

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

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

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

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

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

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

1. Student Enrollment Form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form

5. Proof of Minimum Age Requirements (including other forms of proof of age per Education Code Section 48002)
6. Release of Records⁴⁷

Student Recruitment

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

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

Lottery Preferences & Procedures

The Charter School 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

The Charter School’s admission preferences is consistent with Education Code Section 47605(e). Preference in the lottery is 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 SoCal Public Schools employees, except temporary employees (as long as that number does not exceed 10% of total enrollment).

⁴⁷ The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

- Students currently enrolled in and attending a KIPP SoCal Public School in the immediate prior grade level to the Charter School’s instructional grade level that has vacancies, who seek to enroll in the Charter School for that grade level, 20 U.S.C. section 7221i(2)(H)(ii). The Charter School is part of the network of schools affiliated with KIPP SoCal Public Schools.
- Children of Founders,⁴⁸ employees, and Board Members (no more than 10% of total enrollment may be enrolled under this exemption). We feel it is important that employees and current and Founding Board Members are willing to stand behind the quality of the program they helped create, and sending their own children to the school is a testament of their belief in the program.

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

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

Interest Period

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

Lottery Proceedings

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

⁴⁸ The Charter School will follow the District’s Founding Parents/Founders policy as adopted on February 7, 2012. For these purposes, “Founders” are defined as individuals who served on the Endeavor College Preparatory Charter School Founding Board or Governing Board prior to the school’s opening on September 9, 2009 or who served on the Futuro College Preparatory Elementary School Founding Board or Governing Board prior to the school’s opening on September 7, 2010. A list of Founders will be provided to LAUSD in accordance to District policy.

equitable for all participants. Qualifying interest forms submitted by the deadline will receive preference in the automated lottery system, per the preferences outlined above.

Post-Lottery

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

Next Steps and Procedures:

Waitlist Procedures

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be randomized accounting for the preferences listed above, by the automated lottery system. After the lottery, the waiting list will only change to accommodate the sibling preference, meaning if a family has two students on the waiting list and one is called off the waitlist and enrolls in the Charter School, the sibling's wait list number may move up as a result of the sibling now being a current student. No other changes to the waitlist will occur. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be enrolled if there is availability and the waitlist has been exhausted or placed on a wait-list if there is no space available, if needed. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. The Charter School will determine the timeline for wait-listed students to accept admission annually. The waiting list expires annually the day before the lottery for the upcoming year. The above process will also be followed to fill vacant seats for all grades as seats become available each year due to student attrition at the discretion of the School Leader.

Refinement of Policies

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

policies and procedures arises to a level that a material revision is required, the Charter School will submit a request for a material revision prior to implementation of revisions.

Element 9 - Annual Financial Audits

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

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

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

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

In addition:

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

Annual Audit Procedures

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

The independent auditor will be selected by KIPP SoCal Public Schools Board's Audit & Risk Committee Chair, and the selection will then be approved by the Board of Directors. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. KIPP SoCal's Chief Financial Officer and Senior Controller will work with the auditor to complete the audit.

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

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

Element 10 - Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is

eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended without the need to amend the charter so long as the amendments comport with legal requirements.⁴⁹ 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's administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are also available upon request at the Charter School's office. The Charter School will ensure that the policy in the Student Handbook and the policy in the School Leadership Team's office are consistent with provisions in this petition, the District's policies/School Climate Bill of Rights and all applicable law.

Discipline Foundation Policy

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

By acknowledging positive behavior in the classroom and encouraging students to do the same with their peers, the Charter School's teachers will teach students 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

⁴⁹ KIPP SoCal will refer to the Charter School Division's Administrative Procedures to determine if the revision will constitute a material revision. As usual, we will reach out to the Charter School Division specialists for advice on the materiality of future revisions.

allows for self-correction and reflection. Each teacher at the Charter School will employ a multi-step disciplinary system, which clearly conveys to students the consequences of misbehavior and provides opportunities for improvement. The consistency of this system across classrooms and grade levels will ensure uniformity of expectations for all students. Annually teachers will attend a training, provided by the school leader on school culture and climate. This is reflected in the Sample Professional Development Schedule in Figure 1.3 above.

By using a range of progressive disciplinary options, the Charter School will curtail misconduct before there is a need for more serious sanctions. The Charter School is dedicated to working with students and families to address behavior challenges effectively. Potential options include (but are not limited to):

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade-level leaders
- Parent meetings with teachers and/or grade-level leader
- Mandatory study hall during and/or after school (with notification to parents/guardians and overseen by grade-level leader)
- Loss of incentives or privileges, such as “Fun Friday”
- Calling plans requiring the student to call teachers to notify them of homework completion
- Daily conduct log in which a student is required to get teacher acknowledgement of appropriate behavior after each class
- In-school suspension plans, providing an opportunity for the teachers or a member of the School Leadership Team’s to meet with an individual student to discuss misconduct and to determine appropriate consequences
- Written apology for misconduct
- A behavior reflection sheet which documents, in real time, student decisions in relation to the values of the school so that problematic choices can quickly be identified and addressed
- Disciplinary probation with notice to parents and explanation of required improvement
- Study teams, resource panel teams, or other assessment-related teams
- Peer presentations of personal improvement plan
- Referral to school counselor, psychologist, child-welfare attendance personnel, or other school support service staff. Based upon the specific facts and/or issues involved in a situation with a student, intervention from a child welfare attendance specialist may need to be involved. The school shall use this resource to serve the best interest of students when necessary

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

A member of the Charter School's Leadership Team (School Leader, Assistant School Leader, or Dean) or designee (other Charter School Administrative staff member) will manage all discipline referrals; and based on the severity of the action, will handle each referral on a case-by-case basis in the best interest of students. The facts of every discipline case are always different. The policy shall be implemented uniformly, and Charter School leadership will take the individual facts of each case into consideration while determining the best course of action for students. A member of the Charter School's Leadership Team or designee will document on the disciplinary referral how the action was handled. The discipline referral will be sent home to be signed by the student's parent or guardian and must be returned the following day. A copy of the referral will be given to the classroom teacher and one will be kept on file with a member of the Charter School's Leadership Team or designee. Additionally, all referrals will be logged into Infinite Campus, our student information system for data monitoring.

Suspension and Expulsion Policy

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

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

1. The Charter School is to provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

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

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

Grounds for Suspension and Expulsion

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

All offenses for which students must be suspended

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

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

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

All offenses for which students may be suspended

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

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

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

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

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

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

11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. EC 48900.4; 48915(e) (Grades four through twelve inclusive)
12. Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades four through twelve inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3; 48915(e) (Grades four through twelve inclusive)
14. Made terroristic threats against school officials or school property, or both. EC 48900.7; 48915(e)
15. Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e)
17. Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. EC 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. EC 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward 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 Charter School must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

All offenses for which students must be recommended for expulsion

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

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

1. Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b)

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

All offenses for which students may be recommended for expulsion

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

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

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

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of “caused,” the injury is serious). EC 48900(a)(1); 48915(b)
2. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. EC 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e)

5. Stole or attempted to steal school or private property. EC 48900(g); 48915(e)
6. Possessed or used tobacco. EC 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. EC 48900(j); 48915(e)
9. Knowingly received stolen school or private property. EC 48900(l); 48915(e)
10. Possessed an imitation firearm. EC 48900(m); 48915(e)
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. EC 48900.4; 48915(e) (Grades 4 through 12 inclusive)
12. Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades 4 through 12 inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3; 48915(e) (Grades 4 through 12 inclusive)
14. Made terroristic threats against school officials or school property, or both. EC 48900.7; 48915(e)
15. Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e)
17. Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. EC 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. EC 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward 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 Charter School must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

Potential Disciplinary Actions

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

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

The Charter School provides an in-school suspension program to avoid any loss of instructional time. A student suspended from a school for any of the enumerated offenses may be assigned, by the School Leader or Designee, to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated. The Charter School follows the same notice and conference requirements for in-school suspension as for out-of-school suspension. In-school suspension is supervised by a credentialed teacher responsible for gathering assignments from the student’s teachers of record and providing a small group environment with close supervision and assistance in completing the work. The credentialed teacher remains in the room to monitor on-task behavior and provide tutoring when needed. The in-school suspension program includes a physical education component. On the rare occasion of a student with an IEP participating in the in-school suspension program, an itinerant RSP teacher visits the individual student to provide the assigned daily minutes prescribed in the IEP, and the student goes to all other DIS services as scheduled. The maximum number of days of in-school will not exceed 20 school days in any year. For pupils with an IEP, the total number of days the pupil may be suspended from school shall not exceed 10 school days.

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

Suspension Procedures

The policies and procedures for suspension will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. Such modifications will be in compliance with the law and shall be submitted to the District for review. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. All suspension procedures will comply with federal and state constitutional procedural and substantive due process requirements.

Authority

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

Informal Conference

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

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

Notice to Parents/Guardians

At the time of the suspension, the School Leader or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension in the native language of the student or the student's parent/guardian. (EC 48911.)

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

Parent/Guardian Conference

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

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

Time Limits

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

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

opportunity to complete instructional activities missed due to their suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

Suspension Appeals

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

Access to Educational Materials

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

Expulsion Procedures

Definition

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

Authority

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

Notice of Hearing

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

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

Hearing

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

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

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

Record of Hearing

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

Procedures for Expulsion Hearing Involving Sexual Assault and Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours that the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be forewarned that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising discretion to remove a person from the hearing whom is believed to be prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session, when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Post Hearing Procedures

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

Notification to Parent(s)/Guardians(s)

Upon the KIPP SoCal Public Schools Board's Student Discipline Committee's issuance of a decision, the Chief Executive Officer or designee, will make contact with the parent(s)/guardian(s) via telephone and certified mail via USPS advising them of the Committee's decision. Any decision to expel shall include the term of the expulsion as well as details of a rehabilitation plan and will be provided in a formal notice to parent(s)/guardian(s) in the native language of the student or the student's parent/guardian. The notice shall advise the parent(s)/guardian(s) of their right to appeal and access to records of the proceedings.

Right to Appeal

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

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

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

Notification to the District

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

Post-Expulsion Support

The Student Discipline Committee of the KIPP SoCal Public Schools Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent/guardian in the child's education in ways that are specified in the rehabilitation program. The specific terms of the rehabilitation plan are determined by the Administrative Panel based on the specific offense and the evidence that comes out during the expulsion hearing. Some of the terms considered include counseling and community service, with a focus on rehabilitation of the student and safety of the student, other students, and the school. All rehabilitation plans are

comprised of a term of expulsion to be determined but no longer than one year from date of the offense. They also include a stay out of trouble order and requirement of demonstrating a satisfactory record of academic progress. A parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the KIPP SoCal Public Schools Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (EC 48917.) If the expulsion is upheld, the Hearing Officer will facilitate and support the family in the process of obtaining an expulsion placement.

Readmission

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

Notice to Teachers

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

Element 11 - Employee Retirement Systems

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

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

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

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

All Charter School instructional staff will participate in Social Security and will have the option to join a 401(k) plan. The Charter School will participate in the State Teachers’ Retirement System or the Public Employees’ Retirement System. KIPP SoCal Schools Director of Human Resources 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 CalSTRS, full-time certificated teaching positions can participate in the 401(k). KIPP SoCal 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.

Element 12 - Public School Attendance Alternatives

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

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

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

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

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

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

Element 13 - Rights of District Employees

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

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

Element 14 - Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

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

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

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

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

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

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

NON-PROPOSITION 39 DISPUTES

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

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen

(15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 - Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure

Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

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

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct

an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

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

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

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

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

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

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

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue

until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

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

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

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the CEO to serve as the closure agent, responsible for closure-related activities.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the

same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the

terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California

Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and

Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)



Los Angeles Unified School District

**Federal, State, and District Required Language
for
Independent Charter School Petitions
(New and Renewal)
and
Material Revisions**

Updated August 11, 2020

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
213-241-0399

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Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Dear Applicants:

On the following pages, you will find the “Federal, State, and District Required Language” (“FSDRL”) that must be included in a comprehensive independent charter school petition.*

Please follow the instructions below:

- Check the Charter Schools Division website (<http://charterschools.lausd.net>) to ensure that this document is the current version of the FSDRL, as it may be changed from time to time.
- Provide the “Assurances, Affirmations, and Declarations” page (the first two pages of the FSDRL) at the beginning of the petition, immediately after the table of contents.
- Place the FSDRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the FSDRL, including the statutory language for each Element.
- Highlight all FSDRL in gray, as shown here, to facilitate easy identification of the FSDRL within the petition. Do not highlight any other text in gray.
- On the “Assurances, Affirmations, and Declarations” page, replace “[Charter School]” with the name of the proposed charter school and replace “[short form of school name]” with an appropriate identifier.
- Do not add, delete, or change any provision of the FSDRL other than the instruction above.**
- Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the FSDRL.**

***NOTE: Public School Choice (PSC) charter schools seeking renewal must include in their renewal petitions the PSC-specific version of the FSDRL. Other charter schools, such as conversion independent and non-classroom based charter schools, may be required to include context-specific FSDRL as well.**

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on

sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place

to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

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

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued

enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner,

neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services

to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily

removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student’s parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student’s return to school from suspension or

within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

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

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail,

or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

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

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

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

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district,

enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

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

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission

of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

Object Code	Income Statement	FY21 YTD	Source Tab / Unit Cost	FY2018		FY2019		FY2020		FY2021		FY2022		FY2023	
				Actual	Actual	Actual	Actual	Current	Projected	Projected	Projected				
4701	Meals - Student		Nutrition	-	-	-	-	-	-	421,817	-	-	-	-	-
4702	Meals - Staff			-	-	-	-	-	-	-	-	-	-	-	-
4703	Food Supplies and Equipment			-	-	-	-	-	-	-	-	-	-	-	-
TSM	Total Supplies & Materials	-		-	-	-	-	-	-	836,050	760,294	-	-	-	719,301
	Operating Services														
	Travel & Conferences														
5204	KSS and KIPP SoCal Start Strong		\$ 200.00	-	-	-	-	-	-	7,267	8,600	8,600	8,200	-	-
5207	Other Travel and Accommodations		Manual	-	-	-	-	-	-	423	500	500	509	-	-
5801	Board Development			-	-	-	-	-	-	-	-	-	-	-	-
	Insurance			-	-	-	-	-	-	99,920	24,510	24,510	23,370	-	-
5450	General Liability Insurance		\$ 570.00	-	-	-	-	-	-	-	-	-	-	-	-
	Operations & Housekeeping Services			-	-	-	-	-	-	-	-	-	-	-	-
5501	Utilities (Gas, Electric, Water)		Manual	-	-	-	-	-	-	161,131	140,000	140,000	142,548	-	-
5503	Janitorial Services		Manual	-	-	-	-	-	-	152,105	180,000	180,000	183,600	-	-
5504	Fire/Security		Manual	-	-	-	-	-	-	8,450	10,000	10,000	10,182	-	-
5603	Moving and Storage Expense		Manual	-	-	-	-	-	-	845	1,000	1,000	-	-	-
	Rents, Leases, Repairs & Non-Cap Improvements			-	-	-	-	-	-	-	-	-	-	-	-
5601	Rent		KLARE Outputs	-	-	-	-	-	-	582,000	594,000	594,000	594,000	-	-
5602	Repairs & Maintenance (Non-Cap)		Manual	-	-	-	-	-	-	151,000	100,000	100,000	101,820	-	-
5606	Equipment Rental And Related Expenses		Manual	-	-	-	-	-	-	1,268	1,500	1,500	1,527	-	-
5607	Copier Lease and Expenses		Tech	-	-	-	-	-	-	50,702	60,000	60,000	61,092	-	-
	Professional/Consulting Services & Operating Expenses			-	-	-	-	-	-	-	-	-	-	-	-
5802	Auditing/Tax		Manual	-	-	-	-	-	-	4,225	5,000	5,000	5,091	-	-
5803	CMO Management Fees		Assumptions	-	-	-	-	-	-	-	1,511,937	1,388,291	1,388,291	-	-
	Instructional Consulting			-	-	-	-	-	-	-	-	-	-	-	-
5101	Teacher Residency Program Stipend		Manual	-	-	-	-	-	-	48,674	57,600	57,600	57,600	-	-
5106	Substitute Teaching Service		Manual	-	-	-	-	-	-	177,559	5,000	5,000	5,091	-	-
5807	Education Instructional Consulting		Manual	-	-	-	-	-	-	1,690	2,000	2,000	2,000	-	-
5808	After School Services & Operating Exp		Manual	-	-	-	-	-	-	279,308	5,000	5,000	5,091	-	-
5809	All Other Non-Instructional Consulting		Manual	-	-	-	-	-	-	8,450	10,000	10,000	10,182	-	-
5810	Student Recruitment Services		Manual	-	-	-	-	-	-	1,690	2,000	2,000	2,036	-	-
5811	Marketing Outreach Services		Manual	-	-	-	-	-	-	-	-	-	-	-	-
5812	Fundraising Event Services		Manual	-	-	-	-	-	-	8,450	10,000	10,000	10,182	-	-
5301	Dues & Memberships		Manual	-	-	-	-	-	-	-	-	-	-	-	-
5813	Property Tax		Manual	-	-	-	-	-	-	-	-	-	-	-	-
5814	KIPP License Fees		1.00%	-	-	-	-	-	-	-	-	-	-	-	-
5815	County Fees		Manual	-	-	-	-	-	-	1,690	2,000	2,000	2,036	-	-
5816	District Oversight Fees		1.00%	-	-	-	-	-	-	56,297	66,621	66,621	69,137	-	-
5817	Legal Fees		Manual	-	-	-	-	-	-	8,450	10,000	10,000	10,182	-	-
5818	Payroll & HR Service Fees		\$ 228.00	-	-	-	-	-	-	2,535	3,000	3,000	2,812	-	-
5819	Financial Services Fees		Manual	-	-	-	-	-	-	-	-	-	-	-	-
5820	Special Education Services		SpEd	-	-	-	-	-	-	506,621	100,000	100,000	101,820	-	-
5850	Special Education Fairshare		20.00%	-	-	-	-	-	-	108,055	107,544	109,103	109,103	-	-
5821	KTC Alumni Assistance-Services & Other Operating			-	-	-	-	-	-	-	-	-	-	-	-
5822	Staff Recruitment		Manual	-	-	-	-	-	-	4,225	5,000	5,000	5,091	-	-
	Professional Development			-	-	-	-	-	-	-	-	-	-	-	-
5824	KIPP School Leadership Program (Reg fees only)		Manual	-	-	-	-	-	-	8,450	10,000	10,000	10,182	-	-
5825	Other Professional Development		Manual	-	-	-	-	-	-	845	1,000	1,000	1,018	-	-
5826	Business Meeting Expense		Manual	-	-	-	-	-	-	8,450	10,000	10,000	10,182	-	-
5827	Credentialing		Manual	-	-	-	-	-	-	12,675	15,000	15,000	15,609	-	-
5831	Field Trips		Manual	-	-	-	-	-	-	8,450	10,000	10,000	10,406	-	-
5839	Student Incentives		Manual	-	-	-	-	-	-	1,690	2,000	2,000	2,081	-	-
5840	Student Transportation - Non-Field Trips		Manual	-	-	-	-	-	-	-	-	-	-	-	-
5841	End of Year Field Trips		Manual	-	-	-	-	-	-	-	-	-	-	-	-
5899	Late Fees/Finance Charges		Manual	-	-	-	-	-	-	-	-	-	-	-	-
	Communications			-	-	-	-	-	-	-	-	-	-	-	-
5901	Cell Phones		Tech	-	-	-	-	-	-	211,257	250,000	250,000	10,000	-	-
5903	Phone		Tech	-	-	-	-	-	-	4,225	5,000	5,000	5,091	-	-
5904	Internet		Tech	-	-	-	-	-	-	25,351	30,000	30,000	30,546	-	-
5905	Web Hosting & Email		Tech	-	-	-	-	-	-	845	1,000	1,000	1,018	-	-
TOS	Total Operating Services	-		-	-	-	-	-	-	2,715,268	3,356,812	3,008,726	3,008,726	-	-

Object Code	Income Statement	Source Tab / Unit Cost	FY21 YTD	FY2018		FY2019		FY2020		FY2021		FY2022		FY2023	
				Actual		Actual		Actual		Current		Projected		Projected	
	<i>Additional Expenses</i>														
6901	Amortization Expense	Manual		-	-	-	-	-	-	88,877	-	88,877	-	88,877	-
6902	Depreciation Expense	Manual		-	-	-	-	-	-	88,877	-	88,877	-	88,877	-
7010	Other Expense			-	-	-	-	-	-	500,000	-	500,000	-	400,000	-
7438	Interest Expense			-	-	-	-	-	-	6,556	-	6,556	-	6,556	-
TAS	<i>Total Additional Expenses</i>		-	-	-	-	-	-	-	95,433	-	95,433	-	495,433	-
TE	TOTAL EXPENSE		-	-	-	-	-	-	-	8,264,331	-	9,324,386	-	8,767,075	-
	NET OPERATING INCOME		-	-	-	-	-	-	-	1,237,037	-	755,197	-	488,201	-
	Statement of Cash Flow		FY21 YTD	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023						
	CHANGE IN CASH DUE TO														
	<i>Operating Activities</i>														
NOI	Net Income			-	-	-	1,237,037	755,197	488,201						
Depr	Depreciation			-	-	-	88,877	88,877	88,877						
ALF	Amortization of Loan Fees			-	-	-	-	-	-						
ARCHG	(Increase) decrease in A/R			-	-	-	(977,737)	173,612	1,140,513						
APCHG	Increase (decrease) in A/P net of Prepaid exp			-	-	-	(405,963)	(11,606)	5,805						
	<i>Total Operating Activities</i>		-	-	-	-	(57,796)	1,006,080	1,723,396						
	<i>Investment Activity</i>														
CAPEX	(Capital Expenditures)			-	-	-	(15,897)	-	-						
NRCHG	(Notes Receivable)			-	-	-	(15,897)	-	-						
	<i>Total Investment Activities</i>		-	-	-	-	(15,897)	-	-						
	<i>Financing Activities</i>														
LP	Loan Proceeds			-	-	-	-	-	-						
PMT	(Loan Principal Repayments)			-	-	-	(203,966)	-	-						
	<i>Total Financing Activities</i>		-	-	-	-	(203,966)	-	-						
	TOTAL CHANGE IN CASH		-	-	-	-	(277,649)	1,006,080	1,723,396						
CABY	Beginning Cash			-	-	-	911,981	634,332	1,640,412						
	ENDING CASH		-	-	-	-	634,332	1,640,412	3,363,808						
	Balance Sheet		FY21 YTD	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023						
	ASSETS														
	<i>Current Assets</i>														
CASH	Cash			-	-	-	634,332	1,640,412	3,363,808						
UINV	Unrestricted Investments			-	-	-	-	-	-						
RCASH	Restricted Cash			-	-	-	-	-	-						
AR	Accounts Receivable - Federal & State			-	-	-	2,314,063	2,140,451	999,938						
ARO	Accounts Receivable - Other			-	-	-	15,657	15,657	15,657						
AIR	Accrued Interest Receivable			-	-	-	-	-	-						
NRST	Notes Receivable - Short Term			-	-	-	-	-	-						
PE	Prepaid Expenses			-	-	-	96,789	96,789	96,789						
LED	Lease & Escrow Deposits			-	-	-	3,148,000	3,148,000	3,148,000						
OA	Other Assets			-	-	-	-	-	-						
DIC	Debt Issuance Costs			-	-	-	-	-	-						
IR	Intercompany Receivable			-	-	-	-	-	-						
	<i>Total Current Assets</i>		-	-	-	-	6,208,841	7,041,309	7,624,192						
	<i>Long Term Assets</i>														
NRLT	Notes Receivable - Long Term			-	-	-	-	-	-						
LAND	Land			-	-	-	-	-	-						
WIP	Work in Process			-	-	-	-	-	-						

Object Code	Income Statement	FY21 YTD	Source Tab / Unit Cost	FY2018		FY2019		FY2020		FY2021		FY2022		FY2023	
				Actual	Actual	Actual	Actual	Current	Projected	Projected	Projected				
FABL	Fixed Assets - Buildings			-	-	-	-	-	-	-	-	-	-	-	-
ADBL	Accumulated Depreciation - Buildings			-	-	-	-	-	-	-	-	-	-	-	-
FALBI	Fixed Assets - Leasehold & Building Improvements			-	-	-	-	-	-	951,673	951,673	951,673	951,673	951,673	951,673
ADLBI	Accumulated Depreciation - Leasehold & Building Imp			-	-	-	-	-	-	(88,877)	(177,754)	(177,754)	(177,754)	(266,631)	(266,631)
FAFE	Fixed Assets - Furniture and Equipment			-	-	-	-	-	-	-	-	-	-	-	-
ADFE	Accumulated Depreciation - Furniture and Equipment			-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total Fixed Assets</i>			-	-	-	-	-	-	862,796	773,919	773,919	773,919	685,042	685,042
TA	TOTAL ASSETS			-	-	-	-	-	-	7,071,637	7,815,228	7,815,228	7,815,228	8,309,234	8,309,234
	LIABILITIES & EQUITY														
AP	Accounts Payable			-	-	-	-	-	-	283,738	272,128	272,128	272,128	277,933	277,933
AL	Accrued Liabilities			-	-	-	-	-	-	-	-	-	-	-	-
PBTP	Payroll, Benefits, & Taxes Payable			-	-	-	-	-	-	(161,130)	(161,130)	(161,130)	(161,130)	(161,130)	(161,130)
RP	Reserves Payable			-	-	-	-	-	-	-	-	-	-	-	-
LL	Lease Liability			-	-	-	-	-	-	-	-	-	-	-	-
IP	Intercompany Payable			-	-	-	-	-	-	-	-	-	-	-	-
DR	Deferred Revenue			-	-	-	-	-	-	-	-	-	-	-	-
NPC	Notes Payable - Current			-	-	-	-	-	-	-	-	-	-	-	-
NPLT	Notes Payable - Long Term			-	-	-	-	-	-	490,714	490,714	490,714	490,714	490,714	490,714
BP	Bonds Payable			-	-	-	-	-	-	-	-	-	-	-	-
	<i>Total Liabilities</i>			-	-	-	-	-	-	613,322	601,712	601,712	601,712	607,517	607,517
NABY	Net Assets - Beginning of Year			-	-	-	-	-	-	5,221,278	6,458,320	6,458,320	6,458,320	7,213,516	7,213,516
NI	Net Income (Loss)			-	-	-	-	-	-	1,237,037	755,197	755,197	755,197	488,201	488,201
	<i>Net Assets - End of Year</i>			-	-	-	-	-	-	6,458,315	7,213,516	7,213,516	7,213,516	7,701,717	7,701,717
TLE	TOTAL LIABILITIES & EQUITY			-	-	-	-	-	-	7,071,637	7,815,228	7,815,228	7,815,228	8,309,234	8,309,234

KIPP SoCal Public Schools

Assumptions

As of December 1, 2020

GENERAL	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	COMMENTS
Inflation/COLA							
General Expense Inflation	3.40%	3.64%	2.34%	1.44%	1.57%	1.82%	per SSC Dartboard (21-22 January)
Medical Expense Inflation	7.50%	7.50%	7.50%	10.00%	7.50%	7.50%	per SSC Dartboard (21-22 January)
CA Revenue COLA	1.56%	2.71%	3.26%	0.00%	3.00%	1.28%	
Annual Pay Increase							
Non-Teacher	4.00%	3.50%	3.50%	5.00%	5.00%	2.50%	
Teacher	3.00%	8.50%	5.00%	5.00%	3.50%	3.50%	City of LA minimum wage is more aggressive than CA state
Minimum Wage COLA	14.30%	10.50%	7.60%	5.30%	2.00%	2.00%	
Benefits (ER Contribution %)							
3101 STRS Contributions	14.43%	16.28%	17.10%	16.15%	15.92%	18.00%	per SSC Dartboard (21-22 January)
3202 PERS Contributions	15.53%	18.08%	19.72%	20.70%	23.00%	26.30%	per SSC Dartboard (21-22 January)
3301 FICA - SS Certificated	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	
3401 Medical Expense - Certificated	5,000 \$	5,300 \$	5,600 \$	6,000 \$	6,450 \$	6,934 \$	
3402 Medical Expense - Classified	5,000 \$	5,000 \$	5,000 \$	5,000 \$	5,375 \$	5,778 \$	
3411 Dental Expense - Certificated	650 \$	600 \$	550 \$	550 \$	559 \$	569 \$	
3412 Dental Expense - Classified	650 \$	600 \$	550 \$	1,000 \$	1,016 \$	1,034 \$	
3421 Vision Expense - Certificated	100 \$	100 \$	100 \$	100 \$	102 \$	103 \$	
3422 Vision Expense - Classified	100 \$	100 \$	100 \$	100 \$	102 \$	103 \$	
3431 Life & AD&D Expense - Certificated	65 \$	67 \$	69 \$	70 \$	71 \$	72 \$	
3432 Life & AD&D Expense - Classified	65 \$	67 \$	69 \$	70 \$	71 \$	72 \$	
3501 Certificated SUJ	0.403%	0.403%	0.403%	0.403%	0.403%	0.403%	
3502 Classified SUJ	0.403%	0.403%	0.403%	0.403%	0.403%	0.403%	
3601 Certificated Workers Compensation	1.00%	1.05%	1.06%	1.07%	1.08%	1.09%	
3602 Classified Workers Compensation	1.00%	1.05%	1.06%	1.07%	1.08%	1.09%	
3901 401(k) Contribution - Certificated	1.50%	2.00%	2.00%	2.50%	2.50%	2.50%	
3902 401(k) Contribution - Classified	1.50%	2.00%	2.00%	2.00%	2.00%	2.00%	
STATE REVENUE							
8011 Revenue Limit State Aid	44.97%	100.00%	100.00%	100.00%	100.00%	100.00%	
ECP							
Per ADA							
8012 General Purpose Funding (LCFF Split)	200 \$	200 \$	200 \$	200 \$	200 \$	200 \$	
Prop 30 (greater of)							
Prop 30 (greater of)	25.9%	30.5%	16.1%	36.5%	19.0%	19.0%	per CDE Notice (9/12/16)
8096 LA In Lieu of Property Tax (Local)	2,122 \$	2,413 \$	2,491 \$	2,491 \$	2,566 \$	2,599 \$	per FCMAT (7/13/20)
SD In Lieu of Property Tax (Local)							
8560 State Lottery	194 \$	204 \$	207 \$	199 \$	199 \$	199 \$	per SSC Dartboard (20-21 Adopted)
Special Education							
8311 EDCOFAB 602							
LAUSD AB 602	572 \$	613 \$	613 \$	625 \$	644 \$	652 \$	
8181 EDCOEIDEA (Federal via State)							per LAUSD 6/5/20
LAUSD IDEA (Federal via State)	196 \$	208 \$	206 \$	207 \$	207 \$	207 \$	
8545 SB 740 and Facility Incentive Grant	871 \$	975 \$	1,113 \$	1,090 \$	1,090 \$	1,090 \$	
8550 Mandate Block Grant	163 \$	200 \$	17 \$	17 \$	17 \$	17 \$	per SSC Dartboard (21-22 January)
ASES							
MS Grant	163,800 \$	163,800 \$	177,559 \$	177,559 \$	177,559 \$	177,559 \$	
ES Grant	122,850 \$	122,850 \$	133,169 \$	133,169 \$	133,169 \$	133,169 \$	
FEDERAL REVENUE							
8291 Title I (a) Basic Low Income							https://www.cde.ca.gov/fg/aa/ca/titlei.asp
ECP							
Per UPP							
8293 Title II (a) (Teacher Training)	40 \$	49 \$	49 \$	47 \$	47 \$	47 \$	https://www.cde.ca.gov/fg/aa/ca/titleii.asp
8295 Title III (Limited English Proficient)	104 \$	107 \$	105 \$	114 \$	114 \$	114 \$	https://www.cde.ca.gov/fg/aa/ca/titleiii.asp
8678 E-rate Reimbursement	50%	50%	50%	50%	50%	50%	
E-rate Reimbursement (Cell phones reimb reduction)	20%	0%	0%	0%	0%	0%	
SST FEES							
5803 CMO Management Fees	15%	15%	20%	20%	15%	15%	
% of Revenue							

		FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	COMMENTS
NUTRITION								
Expense								
Meal Inflation Rate								
Breakfast		3.00%	2.17	2.24	3.00%	2.19	2.32	3.00%
		\$ 2.10	\$ 2.17	\$ 2.24	\$ 2.19	\$ 2.26	\$ 2.32	\$ 3.00%
Lunch		3.00%	2.17	2.24	3.00%	2.26	2.32	3.00%
		\$ 3.42	\$ 3.54	\$ 3.65	\$ 3.56	\$ 3.67	\$ 3.78	\$ 3.00%
Snack		3.00%	3.54	3.65	3.00%	3.67	3.78	3.00%
		\$ 0.87	\$ 0.90	\$ 0.93	\$ 0.91	\$ 0.94	\$ 0.97	\$ 0.97
Federal Reimbursements								
Breakfast - Free		2.09	2.14	2.20	2.23	2.30	2.33	
Breakfast - Reduced		1.79	1.84	1.90	1.93	1.99	2.01	
Breakfast - Paid		0.30	0.31	0.31	0.31	0.32	0.32	
Lunch - Free		3.31	3.39	3.50	3.55	3.66	3.70	
Lunch - Reduced		2.91	2.99	3.10	3.15	3.24	3.29	
Lunch - Paid		0.39	0.39	0.41	0.42	0.43	0.44	
Snack		0.88	0.91	0.94	0.94	0.97	0.98	
State Reimbursements								
Breakfast - Free		0.23	0.24	0.24	0.24	0.25	0.26	
Breakfast - Reduced		0.23	0.24	0.24	0.24	0.25	0.26	
Breakfast - Paid		-	-	-	-	-	-	
Lunch - Free		0.23	0.24	0.24	0.24	0.25	0.26	
Lunch - Reduced		0.23	0.24	0.24	0.24	0.25	0.26	
Lunch - Paid		-	-	-	-	-	-	
Student Fees								
Breakfast - Free		-	-	-	-	-	-	
Breakfast - Reduced		-	-	-	-	-	-	
Breakfast - Paid		2.00	2.00	-	-	-	-	
Lunch - Free		-	-	-	-	-	-	
Lunch - Reduced		-	-	-	-	-	-	
Lunch - Paid		3.35	3.35	-	-	-	-	
Snack		-	-	-	-	-	-	
Student Participation %								
Breakfast		30%	30%	30%	30%	30%	30%	
		30%	30%	30%	30%	30%	30%	
Lunch		70%	70%	70%	70%	70%	70%	
		70%	70%	70%	70%	70%	70%	
Snack		50%	50%	50%	50%	50%	50%	
Meal Days								
Breakfast		180	180	180	180	180	180	
		180	180	180	180	180	180	
Lunch		170	170	170	170	170	170	
		170	170	170	170	170	170	
Snack		170	170	170	170	170	170	
		100	100	100	100	100	100	
FRL%								
Free		76%	76%	80%	78%	78%	78%	
Reduced		15%	15%	10%	0%	0%	0%	
Paid		9%	9%	10%	22%	22%	22%	
Free		76%	76%	80%	78%	78%	78%	
Reduced		15%	15%	10%	0%	0%	0%	
Paid		9%	9%	10%	22%	22%	22%	
Snack		100%	100%	100%	100%	100%	100%	
8220 Federal Nutrition Program	Per Student	501.21	513.88	528.94	485.12	499.67	506.07	
8520 State Nutrition Reimbursement	Per FRL Student	39.79	40.97	42.30	42.30	43.57	44.13	
8632 Food Service Sales - Students	Per Paid Student	506.65	506.65	-	-	-	-	
4701 Meals - Students	Per Student	563.88	583.44	600.94	587.40	605.02	623.17	

KIPP SoCal Public Schools

Enrollment

As of December 1, 2020

Enrollment		FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
ECP	Endeavor College Prep	-	-	-	666	636	650
Total Seats		-	-	-	666	636	650
Average Daily Attendance							
ECP	Endeavor College Prep	-	-	-	619.4	591.5	604.5
Total ADA		-	-	-	619	592	605
Grade							
ECP	K	622	647	666	666	75	90
ECP	1st Grade	75	73	94	90	58	80
ECP	2nd Grade	70	72	67	72	73	70
ECP	3rd Grade	69	74	71	72	75	70
ECP	4th Grade	70	71	73	72	73	70
ECP	5th Grade	71	73	73	72	74	70
ECP	6th Grade	72	71	68	72	71	70
ECP	7th Grade	68	73	74	72	67	65
ECP	8th Grade	68	71	73	72	70	65
ECP	9th Grade	59	69	73	72	70	65
ECP	10th Grade						
ECP	11th Grade						
ECP	12th Grade						
Total Total Enrollment					666	636	650
Retention %						96%	96%
ECP	ADA	590.73	613.99	625.58	619.38	591.48	604.50
ECP	ADA %	95.0%	94.9%	93.9%	93.0%	93.0%	93.0%
ECP	K-3	272.65	276.42	287.57	284.58	261.33	288.30
ECP	4-6	198.64	206.12	203.37	200.88	202.74	195.30
ECP	7-8	119.44	131.45	134.64	133.92	127.41	120.90
ECP	9-12				-	-	-
Total Total ADA					619.38	591.48	604.50
UPP							
ECP	Unduplicated Count	574	585	621	621	593	606
ECP	Unduplicated Percentage			93.2%	93.2%	93.2%	93.2%
ELL							
ECP	English Learners	246	246	246	246	235	240
ECP	ELL %	36.9%	36.9%	36.9%	36.9%	36.9%	36.9%
PENSI/SENSEC							
ECP							

KIPP SoCal Public Schools

LCFF By Year

As of December 1, 2020

Inputs	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
Base Target						
Kinder - 3rd	\$7,193	\$7,459	\$7,702	\$7,702	\$7,933	\$8,035
4th - 6th	\$7,301	\$7,571	\$7,818	\$7,818	\$8,053	\$8,156
7th - 8th	\$7,518	\$7,796	\$8,050	\$8,050	\$8,292	\$8,398
9th - 12th	\$8,712	\$9,034	\$9,329	\$9,329	\$9,609	\$9,732
Grade Span Adjustment						
Kinder - 3rd	\$748	\$776	\$801	\$801	\$825	\$836
4th - 6th	\$0	\$0	\$0	\$0	\$0	\$0
7th - 8th	\$0	\$0	\$0	\$0	\$0	\$0
9th - 12th	\$227	\$235	\$243	\$243	\$250	\$253
Annual COLA	1.56%	3.70%	3.26%	0.00%	3.00%	1.28%
LCFF Gap Close Percentage	44.97%	100.00%	100.00%	100.00%	100.00%	100.00%
District Concentration Percentage						
LAUSD	85.41%	84.36%	85.38%	85.38%	85.38%	85.38%
Compton USD	92.29%	94.22%	94.04%	94.04%	94.04%	94.04%
SDUSD		59.94%	60.50%	60.50%	60.50%	60.50%
ECP						
ECP ADA Kinder - 3rd	272.65	276.42	287.57	284.58	261.33	288.30
ECP ADA 4th - 6th	198.64	206.12	203.37	200.88	202.74	195.30
ECP ADA 7th - 8th	119.44	131.45	134.64	133.92	127.41	120.90
ECP ADA 9th - 12th	-	-	-	-	-	-
ECP UPP Unduplicated Count	574.00	585.00	621.00	621.00	593.00	606.00
ECP UPP Enrollment	622.00	647.00	666.00	666.00	636.00	650.00
ECP UPP 3-yr Average UPP	93.21%	92.25%	91.99%	92.32%	93.24%	93.24%
ECP LAUSD District Concentration Percentage	85.41%	84.36%	85.38%	85.38%	85.38%	85.38%
ECP Target Base	4,309,392	4,647,136	4,888,663	4,840,371	4,762,280	4,924,676
ECP Target Grade Span Adjustment	203,942	214,502	230,344	227,949	215,597	241,019
ECP Target Supplemental	841,376	896,972	941,795	935,815	928,275	963,299
ECP Target Concentration	686,252	713,688	777,577	769,878	756,140	784,669
ECP Total Target	6,040,962	6,472,298	6,838,379	6,774,013	6,662,292	6,913,663
ECP Increase/Improve Services %	35.4%	34.7%	35.2%	35.2%	35.4%	35.5%
ECP						

KIPP SoCal Public Schools

Staff Expense

As of December 1, 2020

		FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
ECP	Salaries						
ECP	<i>Certificated Salaries</i>						
ECP	1101 Certified Regular Teachers				1,622,197.45	1,638,648.21	1,579,565.76
ECP	1103 In-House Substitut				10,400.00	-	-
ECP	1105 Enrichment Teacher				113,077.00	317,609.49	329,891.95
ECP	1107 Special Education				295,163.39	384,269.99	403,221.53
ECP	1201 Social Worker/Counselor				134,288.27	205,885.11	204,407.42
ECP	1301 School Leader				103,678.16	126,000.00	127,687.50
ECP	1302 Assistant School Leader				227,277.61	191,307.77	194,726.89
ECP	1303 Dean				77,300.55	-	-
ECP	1304 Leader-in-Residence				-	-	-
ECP	Tcert Total Certificated Salaries				2,583,382.43	2,863,720.56	2,839,501.05
ECP	<i>Classified Salaries</i>						
ECP	2102 Non-Certificated Instructional Assistant				273,360.00	168,473.80	113,122.80
ECP	2103 Non-Certificated After School Employee				-	89,250.00	90,924.75
ECP	2104 SPED Assistants				190,548.00	139,569.09	113,474.57
ECP	2204 Nurse				-	-	-
ECP	2205 Operations Aide				119,780.00	47,584.26	46,745.55
ECP	2401 Registrar				198,498.39	69,639.81	67,483.69
ECP	2402 School Business Operations Manage				125,603.00	90,100.68	90,650.22
ECP	2403 Ops Coordinator				-	35,700.00	36,366.90
ECP	2404 Receptionist				77,518.00	31,770.61	32,315.12
ECP	Tclass Total Classified Salaries				985,307.39	672,088.25	591,083.59
ECP	Total Salaries				3,568,689.82	3,535,808.81	3,430,584.64
ECP	Personnel Count						
ECP	<i>Certificated Personnel</i>						
ECP	1101 Certified Regular Teachers				28.00	27.00	25.00
ECP	1103 In-House Substitut				0.50	0.00	0.00
ECP	1105 Enrichment Teacher				2.00	5.00	5.00
ECP	1107 Special Education				5.00	6.00	6.00
ECP	1201 Social Worker/Counselor				1.00	2.00	2.00
ECP	1301 School Leader				1.00	1.00	1.00
ECP	1302 Assistant School Leader				2.50	2.00	2.00
ECP	1303 Dean				1.00	0.00	0.00
ECP	1304 Leader-in-Residence				0.00	0.00	0.00
ECP	Tcert Total Certificated Personnel				41.00	43.00	41.00
ECP	TcertFT				41.00	43.00	41.00
ECP	<i>Classified Personnel</i>						
ECP	2102 Non-Certificated Instructional Assistant				10.00	6.00	4.00
ECP	2103 Non-Certificated After School Employee				0.00	3.50	3.50
ECP	2104 SPED Assistants				7.00	5.00	4.00
ECP	2204 Nurse				0.00	0.00	0.00
ECP	2205 Operations Aide				4.50	1.50	1.50
ECP	2401 Registrar				4.00	1.00	1.00
ECP	2402 School Business Operations Manage				1.50	1.00	1.00
ECP	2403 Ops Coordinator				0.00	1.00	1.00

		FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
ECP2	2404 Receptionist				2.50	1.00	1.00
ECP3	Tclass Total Classified Personnel				29.50	20.00	17.00
ECP3	T				70.50	63.00	58.00
ECP3	TclassFT				25.00	15.00	12.00
ECP3							
ECP3	Benefits						
ECP3	3101 STRS Contributions			-	417,216.26	455,904.31	511,110.19
ECP3	3202 PERS Contributions			-	-	-	-
ECP3	3301 FICA - SS/MED Certified			-	25,833.82	28,637.21	28,395.01
ECP3	3302 FICA - SS/MED Classified			-	75,376.02	51,414.75	45,217.89
ECP3	3401 Medical Expense - Certificat			-	246,000.00	277,350.00	284,283.75
ECP3	3402 Medical Expense - Classified			-	125,000.00	80,625.00	69,337.50
ECP3	3411 Dental Expense - Certificat			-	22,550.00	24,021.31	23,320.89
ECP3	3412 Dental Expense - Classified			-	25,000.00	15,235.50	12,410.23
ECP3	3421 Vision Expense - Certified			-	4,100.00	4,367.51	4,240.16
ECP3	3422 Vision Expense - Classified			-	2,500.00	1,523.55	1,241.02
ECP3	3431 Life & AD&D Expense - Certified			-	2,870.00	3,057.26	2,968.11
ECP3	3432 Life & AD&D Expense - Classified			-	1,750.00	1,066.49	868.72
ECP3	3501 Certified SUJ			-	10,411.03	11,540.79	11,443.19
ECP3	3502 Classified SUJ			-	3,970.79	2,708.52	2,382.07
ECP3	3601 Certificated Workers Compensation			-	27,642.19	30,928.18	30,950.56
ECP3	3602 Classified Workers Compensation			-	10,542.79	7,258.55	6,442.81
ECP3	3901 401(k) Contribution - Certificat			-	38,750.74	42,955.81	42,592.52
ECP3	3902 401(k) Contribution - Classific			-	19,706.15	13,441.76	11,821.67
ECP3	Tben Total Benefits			-	1,059,219.79	1,052,036.49	1,089,026.29
ECP3							

Override % / \$

Count

0.0%

1.0%

1.5%