



KIPP Ignite Academy Renewal Charter Petition

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

Submitted to The Los Angeles Unified School District

August 20, 2019

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Assurances, Affirmations and Declarations

KIPP Ignite Academy (also referred to herein as “KIPP Ignite” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Academic Calendar and Schedules

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

Mathematics Placement

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

Transitional Kindergarten

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

High School Exit Examination

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

WASC Accreditation

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

English Learners

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the

LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

General Information

GENERAL INFORMATION	
● The contact person for Charter School is:	Natasha Ortega
● The contact address for Charter School is:	9110 S. Central Avenue Los Angeles, CA 90002
● The contact phone number for Charter School is:	323-486-6402
● The proposed address or ZIP Code of the target community to be served by Charter School is:	9110 S. Central Avenue Los Angeles, CA 90002
● This location is in LAUSD Board District:	7
● This location is in LAUSD Local District:	South
● The grade configuration of Charter School is:	TK-4
● The number of students in the first year will be:	550 students
● The grade level(s) of the students in the first year will be:	TK-4
● Charter School's scheduled first day of instruction in 2020-2021 is:	August 11, 2020
● 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.)	550 students
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
● The bell schedule for Charter School will be:	Monday: 7:15 AM-1:00 PM Tuesday- Thursday: 7:15 AM - 4:00 PM
● The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

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

KIPP SoCal currently operates 17 public charter schools within Southern California. KIPP SoCal currently educates nearly 7,300 students in transitional kindergarten (TK) through eighth grade. Additionally, KIPP SoCal supports nearly 2,700 alumni starting in ninth grade through college graduation. Ninety percent of our students qualify for federal free- and reduced-price lunch, 98% are Latinx or Black, 22% are classified as English language learners, and 12% receive special education services. According to a 2017 Stanford CREDO study, as a result of attending a KIPP SoCal (formerly “KIPP LA”) school, our students gain the equivalent of 90 days of additional English language arts learning and 115 days of additional math learning¹. Based on this study, KIPP SoCal had the highest total impact of any Charter Management Organization in Los Angeles. Our schools significantly outperform district and California averages on state standardized testing and three of our schools have been honored with the National Blue Ribbon Schools Award for academic excellence. To date, 92% of KIPP SoCal alumni (students that completed eighth grade at a KIPP SoCal middle school) have graduated high school, 81% have matriculated into a college or university, and approximately 64% continue to persist in college or have already graduated. KIPP SoCal alumni graduate from college at a higher rate than the U.S. average and more than three times the rate of low-income peers, and are attending prestigious colleges across the country, including Duke, Georgetown, Penn, MIT, Stanford, Spelman, Berkeley, USC, and UCLA, among many others.

Community Need for Charter School

KIPP Ignite Academy is a tuition-free, public charter school located in South Los Angeles. Our primary location is 9110 S. Central Avenue, Los Angeles, CA, 90003. In 2017-18, we operated a second location serving second and third grades at 99th Street Elementary, a Proposition-39 site, located a short distance away at 9900 Wadsworth Avenue, Los Angeles, CA, 90002. Over the summer of 2019, we moved from our Proposition-39 site at 99th Street Elementary to a new Proposition-39 site at Florence Griffith Joyner Elementary, located at 1963 E. 103rd Street, Los Angeles, CA, 90002. In the 2019-20 school year, our primary Central Avenue location will serve Kindergarten and first grade, while the 103rd Street location will serve second through fourth grade.

Our new 103rd Street location is in the same zip code as our Central Avenue campus, and only 1.4 miles away from our previous Proposition-39 site. Our two locations sit within a community that is predominantly low-income, with high poverty rates, and few residents obtaining a bachelor’s degree or higher. According to the Census Bureau’s 2017 American Community Survey, the median household income in Los Angeles is \$54,501. However, in the 90002 zip code, where KIPP Ignite Academy is located, the median household income is just \$34,000. While the wider Los Angeles unemployment rate is 8.1%, our community’s unemployment rate has climbed to 12.3%. And while Los Angeles’ poverty rate of 20.4% is close to the national poverty rate of 14.6%, 33.8% of our community’s residents live in poverty. Furthermore, at a time when a college education is so critical to economic stability, only 5.4% of our community’s residents have earned a bachelor’s or graduate degree, which is about one-sixth the

¹ Stanford Center for research on Education Outcomes (CREDO) – “Charter Management Organizations” (2007).

percentage of Angelenos and Americans who have attained that level of education². KIPP Ignite Academy is proud to serve the community of Watts and provide a high quality option for our families.

Since our founding year, KIPP Ignite Academy has made a positive impact in our community. We will continue to meet the needs of our students, families, and other community members by providing high-quality academic instruction, character education, and enrichment opportunities. Heading into our second charter term, we will strive for continuous improvement as we build on the successes that we have achieved so far. The successes we have to celebrate so far include:

- School wide performance in math on the 2018-19 CAASPP
- Individual student group performance in math on the 2018-19 CAASPP
- Nearly every student group improved their performance reading and math over the last year
- 71% of students met their IEP goals in 2018-19
- Suspension rates below 1% for four consecutive years
- Putting blended learning into practice through Lexia, ST Math, and iLab instruction
- Implementing a character education program that has rooted our “LIGHT” values

Academic Performance

Academic performance is the lead measure of a community’s need for a charter school. In the sub-sections below, we use multiple measures of academic performance to demonstrate that KIPP Ignite Academy has and will continue to meet the needs of the community it serves. These measures include: (1) CAASPP performance; (2) internal assessments; (3) English Learner (“EL”) reclassification rates; (4) growth of Special Education (“SpEd”) students; (5) suspension rates; (6) attendance and chronic absenteeism rates; and (7) the conclusions of annual oversight reviews. On the whole, these measures show that KIPP Ignite Academy has and will continue to meet the needs of its community because:

- Our 2018-19 CAASPP math results outshine most LAUSD-identified resident schools with publicly-available data, demographically similar schools, and LAUSD schools that our students would otherwise attend.
- In ELA, our CAASPP results are within the performance range of LAUSD resident schools, demographically similar schools, and LAUSD schools our students would otherwise attend.
- Internal assessments show that new leadership has dialed up student achievement across student groups.
- Taking into account the unique eligibility requirements of our reclassification policy, we reclassified ELs at a higher rate than LAUSD in 2018-19.
- SpEd students met 71% of their IEP goals in the 2018-19 school year.
- Suspension rates never exceeded 0.8% over the entire charter term.

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

- The Charter Schools Division has consistently given KIPP Ignite high marks in our annual oversight reviews.

The sub-sections below elaborate even further on what KIPP Ignite Academy has been able to accomplish for the community in our first charter term. The clear takeaway is: our performance proves that our Charter School has the governance, operational, and fiscal systems necessary to overcome challenges and push student achievement forward.

CAASPP Performance³

Our 2018-19 third-grade cohort was our first and only cohort to take the California Assessment of Student Performance and Progress (“CAASPP”) during our initial charter term. Our CAASPP performance data has not been made public through KIPP SoCal Public Schools, the California Department of Education (“CDE”), or the Los Angeles Unified School District (“LAUSD”). We are sharing the data here to draw comparisons to LAUSD as a whole, LAUSD identified resident schools, as well as the LAUSD schools that our students would otherwise be required to attend, which we refer to below as “assigned schools.” Since LAUSD’s 2018-19 CAASPP results have yet to be publicly released, our analysis draws comparisons to the District’s 2017-18 and 2016-17 data. On the whole, our 2018-19 CAASPP results show that:

- KIPP Ignite Academy’s math results outpaced the 2016-17 resident schools median by 13 percentage points, and surpassed the 2017-18 resident schools median by 10 percentage points.
- On the 2018-19 CAASPP math exam, our third graders outperformed the most demographically similar resident schools’ 2017-18 CAASPP math results by 13 percentage points.
- Aggregated, the most recently available CAASPP results of our students’ LAUSD-assigned schools, we found that every one of our student groups outperformed their peers in math.
- Our 2018-19 CAASPP math results exceeded the 2017-18 CAASPP math results of nearly every demographically similar LAUSD-assigned school.
- Our 2018-19 CAASPP results in ELA fall within the performance range of resident schools in 2016-17 and 2017-18.
- Our English Learners and Students with Disabilities were closer to meeting standards (as measured by “distance from level 3”) on the CAASPP ELA exam than their peers at LAUSD schools that they otherwise would have attended.

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

The table below summarizes demographic and performance data of LAUSD “resident schools” and KIPP Ignite Academy. Since 2018-19 CAASPP data is not yet publicly available, we can only compare our results to those of LAUSD resident schools in 2016-17 and 2017-18. Demographic and performance data is reviewed on an annual basis.

Table 1.1 - Comparison to Resident Schools Demographic and Performance Data

Resident Schools Demographic and Performance Data													
	Grade Levels	# of Students 2018-19	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1 - African American	% Major Ethnicity #2 - Latinx	2016-17 CAASPP ELA	2016-17 CAASPP Math	2017-18 CAASPP ELA	2017-18 CAASPP Math	2018-19 CAASPP ELA	2018-19 CAASPP Math
Charter School													
KIPP Ignite Academy	K-3	436	92%	14%	28%	38%	61%	--	--	--	--	17%	32%
Neighborhood School													
96th Elementary	K-6	718	96%	12%	28%	19%	80%	32%	34%	33%	34%	--	--
Russell Elementary	K-6	883	95%	11%	43%	9%	87%	31%	28%	33%	32%	--	--
107th Elementary	K-5	896	97%	10%	38%	24%	74%	22%	16%	29%	22%	--	--
Knox Elementary	K-6	767	97%	12%	31%	21%	77%	23%	21%	27%	22%	--	--
93rd St Elementary	K-6	1,045	97%	12%	31%	20%	79%	23%	18%	22%	16%	--	--
Grape St Elementary	K-5	517	98%	10%	33%	24%	73%	14%	12%	17%	10%	--	--
South Park Elementary	K-6	1,002	97%	11%	39%	15%	83%	24%	19%	23%	14%	--	--
Florence Griffith Joyner Elementary	K-5	511	97%	14%	29%	30%	63%	16%	16%	18%	19%	--	--
99th St Elem.	K-6	570	95%	16%	30%	22%	76%	41%	38%	45%	34%	--	--

Table 1.1 shows that KIPP Ignite Academy is on the high side of the range of CAASPP math scores posted by LAUSD resident schools in 2016-17 and 2017-18. In 2016-17, between 12% and 38% of resident-school students met or exceeded CAASPP math standards. The following school year, between 10% and 34% of resident-school students met or exceeded CAASPP math standards. By comparison, 32% of our

third graders met or exceeded CAASPP math standards in 2018-19, outpacing or matching seven of our nine resident schools in 2016-17 and 2017-18. Or, put another way, our third graders outperformed the 2016-17 resident schools median by 13 percentage points, and outperformed the 2017-18 resident schools median by 10 percentage points, as displayed in Table 1.2 below.

Table 1.2 - Comparison to Resident Schools Median on CAASPP Math

	Percentage of Students Meeting or Exceeding CAASPP Math Standards		
	2016-17	2017-18	2018-19
KIPP Ignite (KIG)	--	--	32%
Resident Schools Median (RSM)	19%	22%	--
Difference KIG and RSM	13%	10%	--

As shown in Table 1.1, between 14% and 41% resident-school students met or exceeded CAASPP ELA standards in 2016-17 and between 17% and 45% of resident-school students met or exceeded CAASPP ELA standards in 2017-18. In comparison, 17% of our third graders met or exceeded CAASPP ELA standards in 2018-19, which falls within the performance range of our resident schools in 2016-17 and 2017-18. We aim for a higher percentage of our students reaching and surpassing ELA standards, and our leadership, teachers, and staff have developed a plan to turn the trajectory of ELA achievement upward (see sections below).

It is important to note Table 1.1’s performance comparisons provide a very limited view of KIPP Ignite Academy and our students’ academic performance. Notably, KIPP Ignite Academy has an uncommon demographic profile. Relative to the resident schools listed in Table 1.1, KIPP Ignite Academy has a high number of SpEd students. While SpEd students makeup 14% of our school, all but two of our nine resident schools have SpEd populations between 10% and 12%, and only 99th Street Elementary School has a higher percentage of SpEd students (16%). Our KIPP Ignites SpEd population is even more pronounced in the third grade. Of those third-grade students who took the CAASPP, 31% of students had a reported learning disability. In 2017-18 approximately 13% of third-graders from LAUSD who took the CAASPP fell into the students with disability category.

As demonstrated in Table 1.1, KIPP Ignite Academy students’ racial composition is varied from that of most of the other resident schools. 61% of our students are Latinx, and 38% of our students are African-American. By contrast, most of the resident schools in Table 1.1 have a Latinx population in excess of 70%, and an African American population below 25%. These demographic differences in student groups matter because the Education Code’s renewal criterion calls for evaluating academic performance in light of “the composition of the pupil population that is served by the charter school.” As such, a direct

comparison of KIPP Ignite’s academic performance data against all of the resident schools does not provide an accurate comparison, due to the discrepancy in student demographics.

If we take into account the composition of the various student demographics at the resident schools identified above, then Florence Griffith Joyner Elementary is arguably the only resident school that is comparable to KIPP Ignite Academy’s demographics. The table below provides a side-by-side comparison of the student demographics at both schools:

Table 1.3: 2018-19 Student Demographics of KIPP Ignite Academy & Florence Griffith Joyner Elementary

	KIPP Ignite Academy	Florence Griffith Joyner
Socioecon. Disadvantaged	92%	97%
Special Education	14%	14%
English Learners	28%	29%
African American	38%	30%
Latinx	61%	63%

Florence Griffith Joyner serves the same percentage of SpEd students as KIPP Ignite Academy, and roughly the same percentage of EL and Latinx students. Florence Griffith Joyner Elementary serves 8% fewer African American students, but it serves a higher percentage of African American students than any other resident school. All in all, then, Florence Griffith Joyner Elementary is a near match to KIPP Ignite Academy’s demographic profile.

As Florence Griffith Joyner Elementary has a similar demographic composition, it offers a better basis for drawing performance comparisons than other resident schools. The table below compares our third graders’ 2018-19 CAASPP performance to Florence Griffith Joyner Elementary’s 2017-18 CAASPP:

Table 1.4: CAASPP Performance of KIPP Ignite Academy & Florence Griffith Joyner Elementary

	2017-18 CAASPP		2018-19 CAASPP	
	ELA	Math	ELA	Math
KIPP Ignite	--	--	17%	32%
Florence G. Joyner (schoolwide)	18%	19%	--	--
Florence G. Joyner (third-graders)	19%	27%	--	--

As shown above, KIPP Ignite Academy’s academic performance approximates or exceeds Florence Griffith Joyner Elementary’s performance. Our third graders outpaced Florence Griffith Joyner Elementary’s schoolwide performance in math by 13 percentage points, and its third-grade performance in math by five percentage points. In ELA, our third graders neared the performance of Florence Griffith Joyner Elementary’s schoolwide and third-grade population, whom we trailed by just one or two percentage points. As such, when KIPP Ignite Academy’s CAASPP data is compared with that of Florence Griffith Joyner Elementary, the student academic performance comparison between the schools is much more consistent.

In addition to comparisons with demographically similar schools, Education Code Section 47607(b)(4) calls on school districts to determine renewal eligibility on the basis of whether a charter school’s academic performance is “at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend . . .” To address this renewal criteria, we identified each of the 66 LAUSD-assigned schools that our students would otherwise attend. We then aggregated the CAASPP results of those LAUSD-assigned schools to derive a composite percentage of students meeting or exceeding standards in ELA and math. We believe that comparing our students’ performance to the performance of their LAUSD-assigned schools is one of the fairest, most direct measures of renewal eligibility. The table below compares KIPP Ignite’s 2018-19 CAASPP results to the 2017-18 CAASPP results of LAUSD-assigned schools that our students would otherwise attend (comparing different years is not ideal, but LAUSD’s 2017-18 CAASPP results are the most data available to the public) :

Table 1.5: Comparison to Student Group Performance at LAUSD-Assigned Schools

	KIPP Ignite Academy 2018-19		LAUSD-Assigned Schools 2017-18	
	ELA	Math	ELA	Math
All Students	17%	32%	29%	23%
African American	10%	27%	20%	14%
Latinx	22%	36%	31%	25%
Socio. Econo. Disadvantaged	*	*	28%	23%
Students With Disabilities	4%	7%	6%	5%
English Learners	0%	20%	4%	6%

* Since more than 90% of our students are socioeconomically disadvantaged, we have not disaggregated whole-school CAASPP results by that demographic category.

As shown above, KIPP Ignite Academy has a higher percentage of students who met or exceeded standards in math than students at other LAUSD-assigned schools. 32% of our third graders met or exceeded CAASPP’s math standards, compared to 23% of students at the LAUSD-assigned schools that we identified. The data tells a similar story across student groups. Most strikingly, 20% of our EL

students met or exceeded math standards, compared to just 6% of their peers at their LAUSD-assigned schools. Likewise, 27% of our African-American third graders met or exceeded CAASPP's math standards, which is nearly double the percentage of African-American students at the LAUSD-assigned schools that we identified. Our Latinx students topped the math performance of their peers at LAUSD-assigned schools by 11 percentage points. And 7% of our SpEd students met or exceeded math standards, compared to 5% of their peers at LAUSD-assigned schools who reached that mark.

When we compare our KIPP Ignite's ELA performance to our students' LAUSD-assigned schools, we recognize that we have some catching up to do to ensure KIPP Ignite students perform at a more comparable level in ELA. On the whole, 17% of our students met or exceeded CAASPP ELA standards, compared to 29% of students at the LAUSD-assigned schools that we identified. This performance gap is similarly reflected across student groups.

We can also measure our KIPP Ignite's distance from level 3 data against that of LAUSD-assigned schools. This measure tells us the extent to which the average student's scaled score was above or below standard. According to this measure, KIPP Ignite is outperforming LAUSD-assigned schools across every student group in math. And even though this measure is an indicator that KIPP Ignite needs to show improvement in ELA, it also shows that our EL students and students with disabilities are outpacing the ELA performance of their peers at LAUSD-assigned schools.

Table 1.6 details the extent to which our students are outpacing their LAUSD-assigned schools in math based on distance from level 3. As a whole, our students' average distance from level 3 was -41.1, which was 23.2 points better than students at LAUSD-assigned schools in 2017. However, the biggest performance difference between KIPP Ignite and LAUSD-assigned schools came among students with disabilities, a group that comprised 31% of our third-graders who sat for the 2018-19 CAASPP. While our students with disabilities averaged -93.4 points from three, students at LAUSD-assigned schools averaged -139.9 points from three, a difference of 46.5 points. Similarly, our ELs outpaced their peers at LAUSD-assigned schools by a margin of 41.9 points. Our African American students' average distance from three surpassed their peers at LAUSD-assigned schools by 36.8 points. Meanwhile, our Latinx students topped their peers at LAUSD-assigned schools by 28.9 points. In short, student group by student group, our students' average distance from level 3 on the CAASPP math exam shows KIPP Ignite has exceeded the academic performance of LAUSD schools that our students would have otherwise attended.

Table 1.6: Comparison of Average Distance From Level 3 on CAASPP Math

	Whole School	African American	Latinx	English Learners	Students w/Disabilities	Socio-Econ. Disadvantaged
KIPP Ignite (2018-19)	-41.1	-58.7	-29.2	-22.9	-93.4	-43.6
Assigned Schools (2017-18)	-64.3	-95.5	-58.1	-64.8	-139.9	-65.1
Difference	23.2	36.8	28.9	41.9	46.5	21.5

When we use average distance from level 3 to examine CAASPP ELA performance, we see that our ELs and students with disabilities performed better on the CAASPP ELA exam than their peers at LAUSD assigned schools. While our EL students’ average distance from level 3 was 10.7 points ahead of their peers at LAUSD-assigned schools, our students with disabilities were ahead by nine points (see Table 1.7 below).

Table 1.7: Comparison of Average Distance From Level 3 on CAASPP ELA

	Whole School	African American	Latinx	English Learners	Students w/Disabilities	Socio-Econ. Disadvantaged
KIPP Ignite (2018-19)	-80.6	-99.6	-70.3	-50.2	-127.4	-83.0
Assigned Schools (2017-18)	-56.0	-81.2	-50.2	-60.9	-136.4	-56.9
Difference	-24.6	-18.4	-20.1	10.7	9.0	-26.1

Below is a comparison of our Charter School’s performance against LAUSD-assigned schools with similar demographic compositions. Of the 38 LAUSD-assigned schools that our third graders would have otherwise attended, six of those LAUSD-assigned schools have a demographic makeup analogous to KIPP Ignite:

Table 1.8: LAUSD-Assigned Schools With Demographics Similar to KIPP Ignite Academy (2018-19)

	African American	Latinx	English Learners	Students w/ Disabilities	Socio. Econ. Disadvantaged
KIPP Ignite Academy	38%	61%	28%	14%	92%
112th St. Elementary	30%	67%	26%	17%	98%
Angeles Mesa Elementary	35%	61%	27%	14%	91%
Florence Griffith Joyner Elementary	30%	63%	29%	14%	97%
Raymond Avenue Elementary	31%	67%	36%	14%	97%
Woodcrest Elementary	30%	67%	33%	13%	96%
Young Empowered Scholars Academy	34%	66%	38%	14%	97%

Table 1.9 below compares the CAASPP performance of KIPP Ignite Academy’s third graders to those at demographically similar LAUSD-assigned schools listed above. In particular, Table 1.9 examines the percentage of students who met or exceeded CAASPP standards in math and ELA.

Table 1.9: CAASPP Performance of Third Graders at Demographically Similar Schools

School	2017-18 CAASPP		2018-19 CAASPP	
	Math	ELA	Math	ELA
KIPP Ignite Academy	--	--	32%	17%
112th St. Elementary	6%	9%		
Angeles Mesa Elementary	30%	29%	--	--
Florence Griffith Elem	27%	20%	--	--
Raymond Avenue Elem	32%	32%	--	--
Woodcrest Elementary	33%	27%	--	--
Young Empowered Scholars Academy	8%	11%	--	--

Our third graders’ 2018-19 CAASPP math performance outpaced the 2017-18 CAASPP performance of nearly every demographically similar LAUSD-assigned school. The table above shows that the range of

students at LAUSD-assigned schools who met or exceeded CAASPP math standards sits between 6% and 33%. By way of comparison, 32% of our students met or exceeded CAASPP math standards in 2018-19. Their performance surpassed five of the six demographically similar LAUSD-assigned schools in the table above.

On the ELA side, our students outperformed two of the six demographically similar LAUSD-assigned schools, and placed squarely within the performance range of those same LAUSD-assigned schools. Their ELA performance outpaced demographically similar 112th Street Elementary and Young Empowered Scholars Academy, where only 9% and 11% of third graders met or exceeded CAASPP ELA standards, respectively.

As discussed more fully below, KIPP Ignite Academy is committed to improving our students' CAASPP ELA performance. First, KIPP SoCal's regional office has taken steps to ensure that our leadership team has more time to focus on improving instruction. Second, KIPP SoCal has hired a regional literacy specialist who helps KIPP Ignite and other KIPP SoCal schools, to continuously improve ELA instruction. Third, we have hired a full-time, on-site ELA interventionist to target struggling students beginning in the 2019-20 school year. And fourth, we have begun revamping our classroom libraries to add more variety, capture student interest, and push students to read more.

Of course, our commitment to improvement also extends to math outcomes. We are not content with 32% of our students meeting or exceeding CAASPP math standards. Other KIPP SoCal schools have shown us that we can lift student achievement higher in both math and ELA, and we aim to continue to reach higher and provide the tools for our students to be able to meet these goals.

MAP Performance

KIPP Ignite Academy, like all KIPP SoCal Public Schools, uses the Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") assessments to internally measure academic achievement. MAP is a nationally normed, computer-based summative assessment given three times per year that tracks achievement in math and reading, thereby allowing us to track growth at the beginning, middle, and end of the year, as well as over multiple years. This data is particularly helpful as students do not begin taking the CAASPP assessments until the 3rd grade. As such, the MAP assessments and results allow us to better track student performance in the students' earlier years at KIPP Ignite, so that we can provide supports to students and intervene, if necessary, so that our students can succeed during the duration of their time at KIPP Ignite.

What follows is a discussion of our MAP performance in reading and math over the course of our first charter term. In brief, our analysis shows:

- Our new School Leader has redirected student achievement upward across nearly every student group.

- SpEd students have made particularly noteworthy progress in math: advancing 21 percentage points from fall to spring MAP.
- In 2018, 52% of our students met their fall-to-fall growth goals in reading, an improvement of 18 percentage points over the previous year.
- Likewise, in 2018, 55% of our students met their fall-to-fall growth goals in math, an increase of 21 percentage points over the previous year.
- From fall 2017 to fall 2018, a higher percentage of every student group met their fall-to-fall growth goals than in the previous year.

Table 1.10 below shows KIPP Ignites MAP reading and math performance across student groups from fall 2018 to spring 2019. In essence, this table shows the progress our students made during our new leaderships first year. Nearly every student group saw gains in reading and math.

Table 1.10: Percentage of Students At or Above Third Quartile on 2018-19 Fall-to-Spring MAP

	Fall 2018		Spring 2019		Fall-to-Spring Change	
	Reading	Math	Reading	Math	Reading	Math
Schoolwide	26%	26%	28%	36%	2%	10%
African American	22%	25%	30%	35%	8%	10%
Latinx	29%	27%	27%	35%	-2%	8%
Students With Disabilities	23%	21%	26%	42%	3%	21%
English Learners	20%	25%	20%	35%	0%	10%

To begin with, our schoolwide population posted gains in reading and math from fall to spring of the 2018-19 school year. As shown above, 26% of our students reached the third or fourth quartile on their fall MAP reading assessment. By spring, 28% of our students reached the same mark on their reading assessment, an increase of two percentage points. In math, 26% of our students placed in the third or fourth quartile on their fall MAP math assessment. By spring, 36% of our students performed in the third or fourth quartile on the MAP math assessment, an increase of 10 percentage points.

We saw similar progress across most student groups. In the fall, 22% of our African American students were in the third or fourth quartile on their MAP reading assessments. In the spring, 30% of African American students were in the third or fourth quartile, an improvement of 8 percentage points. African American students also made fall-to-spring gains on their MAP math assessments. In the fall, 25% of them stood in the third or fourth quartile on their MAP math assessment. By spring, 35% of African American students attained a score in the third or fourth quartile of MAP math assessment, an advance of 10 percentage points.

We are also proud to report that SpEd students—who comprise 14% of our school population—posted fall-to-spring gains on their MAP reading and math assessments. While 23% of SpEd students placed in third or fourth quartile on their fall reading assessment, 26% of them reached that mark on the spring reading assessment. However, SpEd students’ most noteworthy improvement came in math. In the beginning of the school year, 21% of them achieved third- or fourth-quartile results on their MAP math assessment. At the end of the year, 42% of them attained the third or fourth quartile on their MAP math assessment, an improvement of 21 percentage points.

We’re encouraged by the positive trends we’re seeing in the percentage of students meeting their fall-to-fall growth goals on MAP reading and math assessments. From both a whole-school and student-group perspective, an increasing percentage of our students are meeting their MAP growth goals in reading and math.

Table 1.11 below tracks the upward trend in the percentage of students meeting their individualized MAP growth goals in reading and math. From fall 2015 to fall 2016, 35% of students met their individualized MAP growth goal in reading. Then, from fall 2016 to fall 2017, the percentage of students who met their MAP growth goals in reading ticked down to 34%. But, from fall 2017 to fall 2018, the percentage of students who met their MAP growth goals in reading shot upward to 52%, the highest percentage recorded since our school’s founding. On the math side, 55% of students met their growth goals from fall 2015 to fall 2016. That percentage slid to 34% from fall 2016 to fall 2017, and returned back to 55% from fall 2017 to fall 2018. Taken together, these results are another indicator that we headed in the right direction.

Table 1.11: Percentage of Students Meeting Fall-to-Fall MAP Growth Goals in Reading and Math

	Reading			Math		
	2016	2017	2018	2016	2017	2018
Schoolwide	35%	34%	52%	55%	34%	55%

When we analyze the data by student group, we see similarly positive trends in the percentage of students meeting their individualized growth goals. As shown in the table below, after the percentage of African American students meeting their reading growth goals dipped to 25%, it increased to 40% from fall 2017 to fall 2018. The percentage of African American students meeting their fall-to-fall growth goals in math took a similar tack from fall 2015 through fall 2018, ultimately reaching 50% in 2018.

Table 1.13: Student Groups Meeting Fall-to-Fall MAP Growth Goals in Reading and Math

	Reading			Math		
	2016	2017	2018	2016	2017	2018
African American	45%	25%	40%	48%	29%	50%
Latinx	31%	38%	57%	61%	38%	56%
English Learners	31%	43%	55%	62%	39%	58%
SpEd	24%	35%	47%	53%	23%	62%

We have seen comparably promising trends from our Latinx students. From fall 2015 to fall 2016, 31% of Latinx students met their growth goals in reading. That percentage increased to 38% from fall 2016 to fall 2017, and then increased again to 57% from fall 2017 to fall 2018. In math, we have seen the percentage of Latinx students meeting their growth goals pick up after a dip, however, from fall 2017 to fall 2018, the percentage of Latinx students meeting their math growth goals rose to 57%.

The percentage of ELs meeting their individualized growth goals is also on an upward trajectory. Between the fall of 2015 and the fall of 2018, the percentage of ELs meeting their growth goals in reading improved by 24 percentage points. In math, the percentage of ELs meeting their growth goals reached 62% in 2018, an improvement of 23 percentage points.

Our SpEd students have made similarly notable progress. From fall 2015 to fall 2016, 24% of them met their growth goals in reading. That percentage ticked up to 35% from fall 2016 to fall 2017, and jumped to 47% from fall 2017 to fall 2018, for a total improvement of 23 percentage points. In math, the percentage of our SpEd students meeting their growth goals dropped fall 2016 to fall 2017. However, over the course of fall 2017 to fall 2018, the percentage of SpEd students meeting their growth goals in math improved to 62%, a rise of 39 percentage points from the previous year. In short, our MAP data in reading and math has turned a corner in the past year, with noteworthy improvements across student groups. Taken together, these positive trends are evidence that we have laid the foundation for supporting the kind of charter school our community needs.

EL Reclassification

Another measure of KIPP Ignite Academy’s academic performance is our ability to reclassify English Learners (“ELs”). In light of our rigorous reclassification policies, we are proud of the progress our ELs have made over the first term of our charter. The section below adds the following context and clarity to our reclassification results:

- Our reclassification rate in our first three years was the result of our unique reclassification policy, which made all of our ELs ineligible for reclassification until their second-grade year.
- When we take into account the number of ELs who were actually eligible for reclassification, the reclassification rate stood at 29% from Norm Day 2017 to Norm Day 2018, and currently sits at 13% from Norm Day 2018 to date.
- Reclassification rates will likely increase further in the future, because KIPP SoCal Public Schools has removed grade-level requirements from its reclassification policy.

Table 1.13: Historical Comparison of EL Population and Reclassification Rates

KIG	Grades Served	% of EL Students	% Reclassified
2015-16	TK, K	30%	0%
2016-17	TK -1	31%	0%
2017-18	TK-2	32%	0%
2018-19	TK-3	28%	8%

We want to highlight what is underlying KIPP Ignite’s 0% reclassification rate from our first 3 years, as reported by the CDE. KIPP SoCal has historically used multiple criteria in determining whether to reclassify a pupil as proficient in English, and reclassification typically began in second grade. A simple breakdown of this policy is laid out in Table 1.14 below:

Table 1.14: KIPP SoCal’s Former EL Reclassification Policy by Grade Level

Grade	Assessment of Lang.	Comparison of Performance in Basic Skills	Teacher Evaluation
TK - 1	<i>Students in TK, K, and 1GR are not eligible for reclassification</i>		
2	Overall 3 or 4 on ELPAC	At least 75th Percentile on MAP - Reading	Teacher Recommendation
3-4	Overall 3 or 4 on ELPAC	At least 75th Percentile on MAP - Reading OR Overall 3 or 4 on CAASPP - ELA	Teacher Recommendation

The key takeaway is, for the first four years of our charter term, our reclassification policy made TK through first-grade EL students ineligible for reclassification. This casts our initial 0% reclassification rates in a much different light. In short, since our Charter School’s founding, the majority of our EL students have been ineligible for reclassification. The tables below outline this history:

Table 1.15: Year-By-Year Reclassification Eligibility of ELs

Year	Total EL Students	# of EL students in TK-1 and % of total ELs	# of EL students in 2-3 and % of total ELs
2015-16	33	33 students (100%)	----
2016-17	71	71 Students (100%)	----
2017-18	111	80 Students (72%)	31 Students (28%)
2018-19	122	75 Students (61%)	47 Students (39%)

Due to our past reclassification policy, our Charter School did not have a single EL eligible for reclassification until 2017-18. Even as recently as last school year, only 39% of our ELs were eligible for reclassification. In the table below, we provide year-by-year historical context for our reclassification rates:

Table 1.16: Historical Context of Reclassification Rates

Reclassification Rate			Measuring students reclassified between:	Context:
Year	%	#		
2015-16	0%	0	Norm Day 2014 - Norm Day 2015	KIPP Ignite did not have any students in the eligible grades for reclassification.
2016-17	0%	0	Norm Day 2015 - Norm Day 2016	KIPP Ignite Academy not have any students in the eligible grades for reclassification.
2017-18	0%	0	Norm Day 2016- Norm Day 2017	First year KIPP Ignite served 2 nd grade. At this point, there was only 8 weeks to reclassify before Norm day.
2018-19	8%	9	Norm Day 2017- Norm Day 2018	This marks the first substantial year that our school served students in eligible grades for reclassification (i.e., second graders). The nine students reclassified represent 8% of total enrolled ELs (TK-3) but 29% of students eligible ELs (2-3 grade) for reclassification under our school’s criteria.

As the tables above demonstrate, our reclassification rates have been affected by the grade-level requirements of our past reclassification policy. For this reason, we believe it is necessary to look at the historical reclassification rates of second- and third-grade EL students to get an accurate picture of our performance. For instance, from Norm Day 2017 to Norm Day 2018, we posted an 8% overall reclassification rate. But it is important to note that only 31 of our EL students were in second or third grade at the time. And of those 31 EL students, we reclassified 29% of them, which is six percentage

points higher than LAUSD’s reclassification rate over the same period. From Norm Day 2018 to date, 47 of our EL students were in second or third grade, and so far we have reclassified 13% of them. We anticipate that the current 13% reclassification rate will tick up higher before Norm Day 2019.

Table 1.17: Historical Reclassification Rates of Grade-Eligible EL Students

Time Period	# of EL Students in 2-3GR	# Students of reclassified	Reclassification Rate of EL students in grades 2-3
Norm Day 2017- Norm Day 2018	31	9	29%
Norm Day 2018 - Norm Day 2019	47	6 YTD	13% YTD

We are confident that our Norm Day 2018 to Norm Day 2019 reclassification rate will increase because KIPP SoCal Public Schools recently removed grade-level requirements from its reclassification policy. Going forward, EL students will have a pathway to reclassification in Kindergarten through fourth grade. Our new reclassification policy is outlined in full below:

Table 1.18: KIPP SoCal’s New Reclassification Policy (Beginning in 2019-2020 School Year)

Grade	Assessment of Lang.	Comparison of Performance in Basic Skills	Teacher Evaluation	Parent Evaluation
TK-2	Overall 4 on ELPAC	50th percentile on MAP - Reading	Teacher Recommendation	Parent approves exit from EL program
3-4	Overall 4 on ELPAC	CAASPP ELA score of 3-4 OR 50th Percentile on MAP - Reading	Teacher Recommendation	Parent approves exit from EL program

Our new reclassification policy brings some cause for optimism, even as we stay mindful of the challenges lying between our EL students and English-language fluency. We suspect that providing reclassification opportunities in TK through first grade will result in higher schoolwide reclassification rates. Our EL students’ past success on the ELPAC is another reason to be optimistic about future reclassification rates. On the 2017-18 ELPAC, 80% of our EL students reached performance level three or four (see Table 1.19 below).

Table 1.19: KIPP Ignite Academy’s 2017-18 ELPAC Results

Performance Level	Number of Students	Percentage of Students
4	58	55%
3	26	25%
2	14	13%
1	7	7%

With these challenges in mind, we are strengthening both our Tier 1 and Tier 2 supports schoolwide. Our Tier 1 supports include: (1) implementation of consistent literacy and math blocks throughout the school day; (2) providing common planning expectations to teachers to ensure consistent literacy and math instruction; (3) guided reading blocks to differentiate literacy instruction; and (4) faithful implementation of Common Core aligned curriculum. Our line of Tier 2 supports include implementation of our Power Hour block to support students’ specific learning needs, as well as use of adaptive learning programs that allow students to read, listen to, and interact with curriculum at their proximal zone of development (e.g., Lexia, ST Math, and RAZ Kids). Tier 2 supports specific to English Learners include visual anchors in classrooms, targeted exercises to build vocabulary, and small group interventions with our RSP team. The stronger our Tier 1 instructional models, the better we will be able to pinpoint students not meeting standards, which then allows us to implement our Tier 2 supports to improve their performance.

Growth of SpEd Students

As previously discussed, KIPP Ignite Academy serves a slightly higher percentage of SpEd students than resident schools in the District. KIPP Ignite provided SpEd services to 63 students in the 2018-19 school year, 11 of whom had moderate-to-severe disabilities. These figures edge above the SpEd population of LAUSD, which comprised 13% of the District’s students in 2018-19, according to the California Department of Education. As a school with a sizable SpEd population, we’re proud to report the following progress:

- The percentage of SpEd students reaching the third or fourth quartile improved by 8 points in reading and 18 points in math in 2019.
- SpEd students met 71% of all their IEP goals in the 2018-19 school year.
- SpEd students met 68% of their ELA-related IEP goals in the 2018-19 school year.

Fall-to-spring MAP data from 2018-19 also shows the strides our SpEd students have:

Table 1.20: KIPP Ignite SpEd Students At or Above Third Quartile on MAP Assessments (Fall-to-Spring)

	Fall 2018		Spring 2019		Fall-to-Spring Growth	
	Reading	Math	Reading	Math	Reading	Math
Students with Disabilities	23%	21%	26%	42%	+3%	+21%

At the beginning of the 2018-19 school year, 23% of our SpEd students placed in the third or fourth quartile on their MAP assessment in reading, while 21% of them placed in the third or fourth quartile in math. By the end of 2018-2019 school year, 26% of our SpEd students had reached the third or fourth quartile in reading, representing a modest increase of three percentage points. More impressively, however, 42% of SpEd students reached the third or fourth quartile on their Spring MAP assessment in math, an improvement of 21 percentage points.

Another measure of SpEd students’ progress is the degree to which they’re meeting goals outlined in their Individual Education Plan (IEP). In the table below, we lay out the percentage of IEP goals met by our SpEd students in each grade level and schoolwide:

Table 1.21: % of IEP Goals Met By KIPP Ignite’s SpEd Students in 2018-19

Kindergarten	First grade	Second Grade	Third Grade	Fourth Grade
N/A	79%	62%	71%	71%

Across every grade level, our SpEd students met at least 62% of their 2018-19 IEP goals. The percentage of IEP goals met by our first- and third-grade SpEd students is particularly noteworthy because those grades make up 71% of our schoolwide SpEd population. While our first-grade SpEd students met 79% their 2018-19 IEP goals, our third-grade SpEd students met 71% their 2018-19 IEP goals. Altogether, our SpEd students met 71% of their IEP goals over the 2018-19 school year. We believe these results are a strong indicator of KIPP Ignite’s ability to meet the needs of all students.

In light of our SpEd students’ CAASPP ELA performance, we want to highlight that our SpEd students met the majority of their ELA-related IEP goals in the 2018-19 school year. These ELA-related IEP goals cover skills such as reading, decoding, spelling, reading comprehension, writing, speaking, and listening. The table below breaks down the percentage of ELA-related IEP goals met by SpEd students in each grade level and schoolwide:

Table 1.22: % of ELA-Related IEP Goals Met By KIPP Ignite SpEd Students

	Kindergarten	First Grade	Second Grade	Third Grade	All SpEd Students
% of Ignite SpEd Students Meeting IEP Goals	N/A	94%	55%	54%	68%

Most notably, our first-grade SpEd students met 94% of their ELA-related IEP goals in 2018-19. Our second-grade SpEd students met 55% of their ELA-related IEP goals. And our third-grade SpEd students performed similarly well, meeting 54% of their ELA-related IEP goals. All combined, our SpEd students met 68% of their ELA-related IEP goals. These results are compelling evidence that KIPP Ignite is providing high-quality services for SpEd students.

In short, our MAP assessments and tracking of IEP goals demonstrate that our SpEd students are making strides in academic achievement. With the arrival of new school leadership in 2018, we saw an increasing percentage of SpEd students reach the third and fourth quartile on their MAP assessments in reading and math. The percentage of SpEd students meeting their MAP growth goals in reading has ticked upward every year since 2015. Meanwhile, after the percentage of SpEd students meeting their math growth goals dipped to 23% in the fall of 2017, it dialed back up to 62% in the fall of 2018, a recovery of 39 percentage points. In the last year, our SpEd students have also accomplished the majority of all their IEP goals, as well as a majority of their ELA-related IEP goals. Heading into the next charter term, we're optimistic that these successes will translate into improved CAASPP performance.

Suspension Rates

KIPP Ignite Academy seeks to have an annual suspension rate of 2% or less to ensure that every student has ample classroom time to learn and to enable our teachers to build positive relationships with our students and families. As shown in the table below, KIPP Ignite has met its goal of keeping the suspension rate below 2% in every year of our first charter term. Our suspension rate has never exceeded 0.8%, and in two of the past four school years, our suspension rate was 0%.

In the coming years, we will continue to keep our suspension rate low by focusing on restorative justice practices that build students' character by encouraging them to learn from their mistakes. To that end, we will continue to implement meaningful in-school discipline structures targeted at providing reflection time for students (e.g., "Peace Path" and "Calm Corner"). We will also continue to involve parents in authentic ways to assist them in their child's behavioral development. Finally, to ensure school safety, all of our teachers and team members will continue to receive training in restorative justice and implementation of our tiered behavior system.

Table 1.23: KIPP Ignite Academy Suspension Rate 2015-2019

	2015-16	2016-17	2017-18	2018-19
Suspensions	0.8%	0%	0.8%	0%

Attendance and Chronic Absenteeism Rates

KIPP Ignite Academy believes that strong in-seat attendance is the starting point for academic achievement. Over the term of the current charter term, KIPP Ignite has maintained a strong average daily attendance (“ADA”) rate of at least 93%.

Table 1.24: KIPP Ignite Academy ADA

	2015-16	2016-17	2017-18	2018-19
Average Daily Attendance	93%	95%	94%	93%

While our attendance rates are strong, we strive to achieve even higher attendance rates. To ensure that we improve our ADA and meet our target of 95%, KIPP Ignite is taking the following steps:

- Monitor student attendance on a daily, weekly, and monthly basis and meet with parents if attendance issues arise to determine the cause and find a solution;
- Partner with parents at our new student orientation, Back to School Night, and parent/teacher conferences to create a shared vision around the importance of consistent attendance for our scholars;
- Clearly articulate our attendance policies and procedures to all parents through our student and family handbook;
- Provide classroom and individual incentives so that students advocate for their attendance

Over the course of each academic year, KIPP Ignite also engages in efforts to keep our chronic absenteeism low, with the goal of fewer than 10% of students being conically absent. Over the term of our charter, chronic absenteeism has been a challenge.

Table 1.25: KIPP Ignite Academy Chronic Absenteeism

	2015-16	2016-17	2017-18	2018-19
Chronic Absenteeism Rate	20.5%	14.1%	23.4%	24.5%

2015-16 chronic absenteeism rate represents our Kinder class, and this rate is in line with wider kinder trends, however, we do anticipate that as that group progresses their chronic absenteeism rate declines, as we see happening in the change from 2016 to 2017. We believe our chronic absenteeism challenges are due, in part, by our split campus. 2017-18 was the first year our school operated on two sites and during this year we saw a jump in chronic absenteeism in second grade.

KIPP Ignite Academy is committed to overcoming the challenges we have seen chronic absenteeism. As discussed more fully below (in our challenges section), we have implemented a multi-prong approach to

improving ADA and reducing chronic absenteeism. In short, our multi-prong approach includes (1) phone calls to parents; (2) attendance contracts; (3) parent meetings; and (4) parent workshops. Through these efforts, we hope to boost in-seat attendance and, in turn, raise student achievement.

Oversight Reviews

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

Table 1.26: KIPP Ignite Academy’s Oversight Ratings Over Charter Term

Oversight Category	2015-16	2016-17	2017-18	2018-19
Governance	3	4	4	4
Student Achievement	No Rating	No Rating	No Rating	No Rating
Organizational Management, Programs, & Operations	3	3	2	3
Fiscal Operations	2	3	3	3

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

Likewise, when it comes to organizational management, programs, and operations, we have consistently demonstrated that we have what it takes to serve our students and families well. In our latest oversight report, conversations with parents convinced CSD that our Charter School has a “well-developed stakeholder communication system for gathering input, encouraging involvement, and sharing information.” CSD also took notice of our systems for implementing and monitoring our special education program, which at the time served 31% of the third graders who took the 2018-19 CAASPP. In particular, CSD commended our Charter School’s staff-wide professional development on special-education instruction that is rigorously differentiated and responsive to challenging behaviors. Taken

together, these observations show that our Charter School knows how to stoke community involvement and address the needs of all students.

CSD has also given our Charter School high marks in fiscal operations. This category measures whether a school demonstrates sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements. Charter schools typically receive a “2,” or “developing,” in their first year of operation, as we did in 2015-16. Every year since, however, CSD has rated our school as “3,” or “proficient.” Our history of sound fiscal operations shows that our Charter School and KIPP SoCal are trustworthy stewards of public funds.

In sum, CSD’s high marks in oversight reviews indicate that our Charter School has a high likelihood of future success. There is arguably no more objective measure of our Charter School’s operations and finances than CSD’s annual performance-based oversight reports. In CSD’s view, our Charter School’s governance has rated as “accomplished” in three of the first four years of our charter term. KIPP Ignite’s organizational management, programs, and operations have been rated as “proficient” nearly every year of our charter term. Therefore, by CSD’s standards, KIPP Ignite Academy is well-equipped for improving educational outcomes, overcoming challenges, and assuring our Charter School’s future success.

Success of Innovative Features

The subsections below highlight the successes of KIPP Ignite Academy’s innovative features. In particular, we would like to call attention to our:

- Implementation of blended learning
- Tier-I behavioral supports and trauma-informed instruction
- Implementation of character education

We believe these three successes have served our community well by differentiating instruction, keeping suspensions low, teaching students how to resolve conflicts, and molding students’ character.

Implementation of Blended Learning

In our first charter term, we have successfully implemented a variety of blended learning strategies. During guided reading, for example, our students use the Lexia online platform to receive immediate feedback on their literacy skills. Lexia personalizes literacy instruction so students can work at their own pace. Thus, while our advanced readers have the opportunity to stretch their skills above grade level, our struggling students receive the support they need to develop foundational skills. Lexia has helped our teachers turn guided reading into a rotational learning experience, wherein students are grouped according to their reading level, strengths, and specific developmental needs as they move from workstation-to-workstation to hone their literacy skills.

We have also implemented blended learning in our math instruction. Students use the ST Math online platform to build conceptual understanding as they move through their grade-level curriculum at their own pace. When they're ready, students can move onto the next grade-level to challenge themselves with accelerated instruction. On the other hand, if students need to develop foundational skills, ST Math lets them review earlier content. Teachers, meanwhile, take advantage of ST Math's data tracking, which makes it easier to celebrate successes, follow up with data-driven small-group interventions, and keep families informed about their child's progress.

As discussed in more detail below, we have also implemented blended learning through our iLab instruction. Beginning in Kindergarten, our students study coding, engineering, and innovative designed thinking. This curriculum pushes students to execute basic robot and computer programs, all while sharing ideas, collaborating, and learning how to safely fail as they experiment.

Tier-I Behavioral Supports and Trauma-Informed Instruction

We have also successfully woven together Tier-I behavioral supports and trauma-informed instruction. There are three components to our Tier-I behavioral supports: our whole-school systems of support, our classroom routines and procedures, and our classroom investment system. To implement these supports, we provide every teacher with a Tier-I guidebook that describes how to structure our school and our classrooms for student success. The practices laid out in the guidebook include requiring every teacher to: (1) clearly post schoolwide values in the classrooms, (2) positively state and reinforce desired student behaviors, and (3) clearly post classroom expectations. We then use a schoolwide Six-Week Strong Start initiative to ensure that our Charter School's adults use (1) common language, (2) shared professional practices and resources, and (3) consistent criteria. These efforts have provided stability and consistency—two crucial ingredients of academic success—to our classrooms and schoolwide environment.

We have also taken steps to combine our Tier-I behavioral supports with trauma-informed practices. For example, we have implemented a "Peace Path" initiative, which gives students guided steps for resolving conflicts with one another (e.g., fairness and rule issues in activities, teasing, line cutting, and taking turns). We have also required teachers to designate space for "Calm Corners" in their classrooms. A "Calm Corner" is a quiet and inviting physical space where students can go to comfort themselves when external forces trigger a fight, flight, or freeze response. These trauma-informed practices are designed to keep students in the classroom and empower them to meet their own socioemotional needs. We credit "Peace Path" and "Calm Corners" as two of the factors underlying our ability to keep the suspension rate below 1% for four consecutive years.

Implementation of Character Education

KIPP Ignite Academy has also had success implementing character education. In 2018-19, our school rebranded its values to spell out the word "LIGHT," which is an acronym for leadership, innovation, ganas, honor, and teamwork. Our teachers then created grade-level lesson plans to introduce our values

through books, poems, and plays, as well as morning meetings. These values-based lessons culminated in end-of-month projects in which students and teachers share a common experience around a specific value. We also took steps to honor students who have exemplified our school values. To that end, we held a weekly character award ceremony honoring students who put our values into action. We also ask each classroom to select one student who has best modeled our LIGHT values of the month. The honorees of this monthly award receive incentive-based rewards (e.g., dress-down passes) and have their picture hung in our front office. While LIGHT is the centerpiece of character education at KIPP Ignite, we have provided students with avenues for expressing their identity as well. To mark Latino Heritage Month and Black History Month, for instance, our students performed poems, dances, and short plays to express pride in their identity, culture, and historical struggles.

Challenges

In this subsection, we address several challenges that KIPP Ignite Academy faced in its first charter term. These challenges include:

- Improving ELA achievement
- Improving attendance
- Sharing Proposition-39 facilities
- Increasing EL reclassification rates

We discuss the causes underlying some of these challenges, as well as their wider context. Most importantly, however, we offer plans for overcoming these barriers to student achievement.

Improving ELA Achievement

One of our main challenges is rapidly boosting student achievement in ELA, particularly among our incoming fourth-grade cohort. Even though our CAASPP ELA results fell within the performance range of resident schools and District-assigned schools (as discussed above), we are dedicated to bringing our Charter School's ELA performance closer to KIPP SoCal Public School's regional average (54% of students meeting or exceeding standards), and beyond the most recent resident-schools median (27% of students meeting or exceeding standards). After reviewing our Charter School's 2018-19 CAASPP results, we identified several root causes underlying our students' performance, and we have taken immediate action to correct course.

The root causes underlying our tepid CAASPP ELA performance are three-fold:

- **Leadership Transitions** - In the fourth year of our charter term, we had to fill vacancies across our entire leadership team. We brought on a new School Leader, two new Assistant School Leaders, and a new Dean, only one of whom had more than year of experience with KIPP SoCal Public Schools. In short order, the new leadership team had to confront day-to-day operational

and facility challenges, while juggling the implementation of new ELA curriculum with a faculty composed largely of new teachers.

- **Facility Challenges** - As discussed more fully below, our Charter School also had to contend with Proposition-39 facility challenges that took attention away from implementing new curriculum and developing new third-grade teachers.

Here are the steps we have taken to improve ELA outcomes:

- **Leadership With More KIPP SoCal Experience** - Heading into the 2019-20 school year, we had to fill two vacancies on our school leadership team, which we used as an opportunity to add leaders with more experience at KIPP SoCal. Our School Leader, Natasha Ortega, is now joined by two Assistant School Leaders and a Dean who all have at least one year of experience at KIPP SoCal. Their experience will give KIPP Ignite's leadership an advantage in implementing KIPP SoCal's ELA curricula and honing our teachers' professional development.
- **Helping Our School Leader Stay Focused on Instruction** - As discussed above, day-to-day operational snags and facility challenges took too much of our School Leader's attention away from instruction. To remedy this issue, we have taken several steps. First, rather than tasking our School Leader with managing her Assistant School Leaders, we have assigned these managerial duties to a School Director from KIPP SoCal's regional office. Second, we have hired a promising new School Business Operations Manager, who is charged with tackling operational tasks ranging from facility management to setting up blended-learning programs to procuring classroom library books. Third, we have moved into new Proposition-39 facilities at Florence Griffith Joyner Elementary, where we anticipate facing fewer issues than we did at our previous site. Taken together, we believe these three steps will free up our School Leader to focus on improving ELA instruction.
- **Hiring a Full-Time ELA Interventionist** - Beginning in the 2019-20 school year, KIPP Ignite has a full-time ELA interventionist to help struggling students. Our ELA interventionist pulls out students for skills-based intervention and guided reading, with a primary focus on third-grade and fourth-grade cohorts.
- **Revamping Classroom Libraries** - We believe ELA achievement will only improve if we get more students' eyes on text. To that end, we have begun revamping our classroom libraries to make sure that we have a greater variety of books for students to access at their reading level. Having a greater variety of reading-level-appropriate books on hand helps students find books that interest them. When students can easily access interesting books, they spend more time reading. When students spend more time reading, ELA achievement improves.
- **Hiring a Regional Literacy Specialist** - KIPP SoCal recently added a Literacy Specialist to its regional Teaching and Learning Team. The new Literacy Specialist supports KIPP Ignite Academy

in continuously improving our ELA instruction. In particular, the Literacy Specialist helps our school build our Accelerated Reader blended-learning platform, which in turn helps personalize literacy instruction and track students' reading growth.

Improving Attendance

Our Charter School is working hard to reduce chronic absenteeism. As discussed above, our most recent chronic absenteeism rate stood at 24.5%. We are determined to reduce chronic absenteeism to less than 10%.

With this goal in mind, KIPP Ignite follows the regional attendance protocol put forth by KIPP SoCal to ensure that students maintain good attendance and avoid chronic absenteeism. The regional attendance protocol calls for KIPP Ignite to work in conjunction with KIPP SoCal regional teams to take an "all hands on deck" approach. KIPP SoCal's operations team, data team, mental health team, and special education team play key roles, along with our own administrators and teachers. The protocol includes both preventative and intervention strategies to improve attendance. Our preventative strategies are geared toward proactively maintaining high ADA and building a culture of great attendance among all students. Meanwhile, our intervention strategies focus on individual students who show signs of excessive absenteeism.

Key preventative strategies include:

- **Monthly Attendance Incentives** - To build a culture of great attendance, we plan to offer students, parents, and staff monthly attendance incentives. Parent and staff newsletters will communicate our progress on attendance and announce monthly incentives. Such incentives might include providing a popsicle party to the homeroom with the highest ADA, providing "free dress" opportunities or homework passes to homerooms with perfect attendance, or hosting a "lunch with the School Leader" for homerooms with the lowest chronic absenteeism.
- **Collecting Reasons for Student Absences** - At the beginning of the year, teachers ask parents to text them the reason for their student's absence. After receiving such texts from parents, teachers text the reason for each student's absence to the registrar, who logs it in our Illuminate Absence Reconciliation Tool.
- **Absent Student Outreach and Reason Collection** - If an absence is not reconciled through text message, office staff make personalized phone calls to the student's family, and log call notes and the reason for the student's absence in our Illuminate Absence Reconciliation Tool.
- **Family Awareness** - On an annual basis, we conduct an attendance presentation for families at our back-to-school night. The presentation covers: (1) the importance of attendance for academic success; (2) our attendance policies; and (3) an explanation of chronic absenteeism

and the interventions that will occur if students become chronically absent. In addition, KIPP Ignite displays informational signage about attendance around the school and office.

On top of these preventative strategies, we also pursue interventions with students who are at or approaching chronic absenteeism. Our interventions move along three tiers:

- **Tier-I Interventions** - Tier-I interventions target students at or approaching chronic absenteeism. At this stage, teachers make weekly personalized phone calls to students and their family, making sure to take notes that they will pass to the registrar to record in Illuminate. Every six weeks, we use our InClassToday program to send chronic absentee letters to the families of Tier-I students. These efforts culminate during parent-teacher conferences, where we discuss attendance trends with all families whose students have been absent 5% or more of the time.
- **Tier-II Interventions** - Tier-II interventions target students who have crossed the line into chronic absenteeism. From August through September, our registrar facilitates parent meetings with students who were chronically absent in the previous year. Such meetings also include one of our school administrators and either a counselor SpEd manager. From October forward, similar parent meetings are held for students whose attendance dips to between 85% and 90%. In conjunction with parent meetings, Tier-II interventions take the form of referrals to school counselors to provide students with further support and resources to remove barriers to attendance.
- **Tier-III Interventions** - We use Tier-III interventions to target chronically absent students who have already received Tier-II interventions. Tier-III interventions include home visits, and potentially even grade-level retention and disqualification from end-of-year activities.

By combining these preventative and intervention strategies, we aim to lower our chronic absenteeism rate below 10%. We know that regular school attendance is fundamental to learning, so we are especially mindful that improving attendance is a necessary step toward improving student achievement.

Sharing Proposition-39 Facilities

KIPP Ignite also ran into difficulties with our Proposition-39 facilities at 99th Street Elementary. For example, it took four months to get a key to our assigned restrooms, which were located across campus from our classrooms. During the interim time, our teachers restrooms were redirected to students. Unfortunately, these facility issues pulled our school leadership team's attention away from pressing instructional issues. Rather than risk further distraction, we decided to enter a Proposition-39 arrangement with Florence Griffith Joyner Elementary, which is located within the same zip code as our primary Central Avenue location. We began sharing facilities with Florence Griffith Joyner in the 2019-20 school year.

We are happy to report that our relationship with Florence Griffith Joyner Elementary is off to a good start. We have had productive meetings with Florence Griffith Joyner Elementary's principal, who has expressed a willingness to work together where possible. It is already clear that our students have access to clean facilities, as well as their own spaces for playtime and lunch. Best of all, these improvements mean fewer distractions from what matters most: improving educational outcomes for our community.

In the long run, though, we plan to open a permanent unified facility for KIPP Ignite Academy. KIPP SoCal schools have succeeded in a variety of facility situations, including Proposition-39 sharing arrangements. KIPP SoCal still strives to provide privately obtained facilities for each of its schools. KIPP SoCal strives for this goal because it believes that privately obtained facilities allow its schools to fully operate their program and minimize their impact on nearby district-run schools. The permanence and central location of a privately obtained facility also provides greater stability to families, teachers, and staff. If all goes according to plan, KIPP Ignite will have a permanent unified facility as soon as July 2021.

Increasing EL Reclassification Rates

As discussed above, it might appear as though our school has struggled with EL reclassification, but our historical reclassification rates are really a reflection of our previous reclassification policy, which made Kindergarten and first-grade ELs ineligible for reclassification. KIPP Ignite acknowledges that our posted 0% reclassification rates in 2015-16, 2016-17, and 2017-18. However, as explained above, during that time we only had eight weeks to reclassify students who were eligible for reclassification under our previous policy. The California Department of Education went on to report that we reclassified 8% of students in 2018-19. Here again, though, context is important: only 31 of our 111 EL students were in the eligible grade level for reclassification at that time. Of those 31 eligible students, we reclassified 29% of them, exceeding that year's LAUSD reclassification rate by six percentage points.

All the same, KIPP Ignite knows that building English fluency is one of the most important services that we provide to our community. As such, we have embarked on an aggressive plan to ensure that we continue to reclassify as many ELs as possible. Here are the main components of our plan:

- **Appointing an EL Coordinator** - Our EL Coordinator acts as our point person overseeing Home Language Surveys ("HLS"), EL assessments, progress monitoring, English Learner Advisory Committee ("ELAC"), and advocacy. Working alongside our registrar, the EL Coordinator has the responsibility of interpreting the HLS whenever a student enrolls at our school without a previous language designation in CALPADS. From there, our EL Coordinator leads the way in administering the student's initial ELPAC, providing ELPAC results to parents within 30 days of enrollment, and classifying students as IFEP or EL. Once a student is classified as an EL, the EL Coordinator tracks each student's progress and goals in a school-level reclassification tracker, with the aim of reclassifying each student as soon as possible. This data analysis is then shared with teachers and school leadership for the purposes of accountability and informing instruction.

- **Adopting a New ELD Curriculum** - Last year, we began rolling out a new ELD curriculum aligned to the California English Language Development Standards called Launch to Literacy (K-2) and Link to Literacy (3-5) by DataWorks. To further ensure intentionality in ELD activities, each teacher has a list of students designated as EL in their lesson plans to reference.
- **Differentiating Instruction for ELs** - As an additional benefit, the DataWorks' Launch to Literacy and Link to Literacy curricula easily lend themselves to differentiated instruction. Launch to Literacy teaches EL students to read using the foundational components of literacy: phonemic awareness, phonics, spelling, vocabulary, comprehension, writing, and language. The curriculum is divided into three levels, A-C, to allow for targeted placement and differentiated support depending on a student's unique level of proficiency. Meanwhile, in the Link to Literacy curriculum, EL students read to learn, focusing on building vocabulary, reading comprehension, and language skills to boost their ability to keep up with grade-level English content. This curriculum is also divided into three levels, D-F. The DataWorks curriculum also uses an Explicit Direct Instruction ("EDI") design and covers all four domains of the EL Standards: listening, speaking, reading, and writing.
- **Targeting ELs for Intervention** - Our teachers use bi-weekly math quizzes and quarterly STEP assessments to target EL students for specific interventions. After identifying students for intervention, classroom teachers, RSP teachers, and instructional assistants work together to provide small group instruction that leverages tools for differentiated instruction. These tools include blended learning programs (e.g., Accelerated Reader, RAZ, Lexia, ST Math, and DataWorks), Fountas and Pinnell's Leveled Literacy Interventions, the Making Words curriculum, Bridges math curriculum interventions, and Number Corner check ups.
- **Revising Our Reclassification Policy** - In the 2019-20 school year, KIPP SoCal began implementing a revised reclassification policy. Most significantly, we dropped the requirement of EL students reaching second grade before becoming eligible for reclassification. Our students are now eligible for reclassification from the very start of their education. We anticipate that opening the door to reclassification to Kindergartners and first graders will result in higher reclassification rates overall.

As we move into our next charter term, we are optimistic that our plan will boost the number of EL students that we reclassify each year. Building up our students' English fluency is critical to their future academic and career success.

Conclusion

KIPP Ignite Academy is excited for the opportunity to build upon the lessons learned during our first charter term. We have witnessed firsthand the potential of our students to succeed, particularly when provided the right tools and supports. As discussed in detail above, KIPP Ignite is aware of the challenges that we faced, but have spent significant time reviewing, analyzing, and brainstorming the most

practical, effective, and efficient ways to continue to direct our students and program towards the right path. With the long-standing experiences and supports of KIPP SoCal, KIPP Ignite Academy is confident that our students can excel.

Student Population To Be Served

Based on community need and facilities, KIPP Ignite Academy seeks to serve up to 560 students in Kindergarten through fourth grade. Sample projected student enrollment is shown in Table 1.29 below:

Table 1.27: Projected Enrollment of KIPP Ignite Academy

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Kindergarten	120	120	120	120	120
First Grade	115	115	115	115	115
Second Grade	110	110	110	110	110
Third Grade	105	105	105	105	105
Fourth Grade	100	100	100	100	100
Total	550	550	550	550	550

As a public school, KIPP Ignite Academy is tuition-free and admits any elementary-school-age student, regardless of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristics of any protected class. Our school works in tandem with parents, community members, and the Los Angeles Unified School District to realize our mission. Although the elementary school is open to any student, we target academically underserved students in Los Angeles. To that end, we do not wait for motivated elementary-school-age students and families to come to the school; rather, the staff participates in active outreach and recruitment efforts, going door-to-door to homes, community centers, salons, and grocery stores, in order to seek out parents and families who might not otherwise become aware of this opportunity for their children.

Goals and Philosophy

Charter School Mission and Vision

KIPP Ignite Academy’s mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life. Through the success of our students, Ignite serves as a model of excellence and collaborate with others to raise the quality of education in Los Angeles. We believe an excellent college-preparatory education sets students up for success in whatever life path they choose and that all students can be successful when provided

with high expectations, a disciplined commitment to the intentional design and execution of literacy-rich learning experiences, extended time for learning, and access to a wide range of enriching learning experiences via ongoing experiential learning opportunities and community partnerships. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. Therefore, a college preparatory ethos drives all aspects of our school, from the educational program to the allocation of resources and daily scheduling.

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

Our mission supports the notion that schooling should develop the character and self-identity of students. KIPP Ignite cultivates character strategically throughout the school year, focusing on the character traits and values of “LIGHT”: leadership, innovation, ganas, honor, and teamwork, which are discussed more in depth in the “Character Strengths and Values” section below. Teachers incorporate the character traits in their lesson plans across content areas, intentionally selecting texts and designing experiential educational experiences that are aligned to each of these traits so that students receive a holistic education that builds academic and character skills.

The character building program at Ignite includes a solid foundation of excellent teaching and learning that is offered sooner, longer, and more intensively than at other schools. Students must demonstrate mastery of standards in each grade to earn promotion to the next grade, focusing on the incremental growth that it takes to make the desired gains towards mastery of the skills and concepts that will prepare them for the next grade level. Ignite’s rigorous, accelerated academic curriculum and intense focus on character development ensures that all students are well-equipped to meet the cognitive demands of competitive high schools as well as develop the social capital necessary to navigate the world.

Character Strengths and Values

In order for the students to realize the mission of KIPP Ignite Academy, character building is integrated seamlessly into the curriculum. Character building is built around our five “LIGHT” character traits and values (see Table 1.30 below). Those five character traits are: leadership, innovation, ganas, honor, and teamwork. According to the work conducted by Dr. Angela Duckworth, these character strengths are directly correlated to and highly predictive of individuals who are “leading engaged, happy, and successful lives.” The goal is for each child to clearly articulate strengths and areas of growth within their own character using the “LIGHT” character traits as key vocabulary. These reflective and honest conversations between members of Ignite’s community will lead to students matriculating from our

school as self-aware individuals who understand that our “character” is something that we work on, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. At our school, character instruction permeates every subject and part of the daily schedule, and teachers will weave the character traits into their direct instruction in every lesson.

Table 1.28: KIPP SoCal’s Seven Character Traits

Character Trait	Definition
Leadership	Leaders take initiative in their learning and make choices that positively impact the community and their learning.
Innovation	Innovators create solutions to problems that exist in their world.
Ganas	Students who show ganas never give up when they face a challenge.
Honor	Students who show honor show love and take care of people and the community around them.
Teamwork	Students work cooperatively with others toward a shared purpose. They respect difference of ability, opinion, and opportunity.

Charter School Instructional Vision

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

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

At the same time, our vision supports the notion that schooling should develop the character and self-identity of students. KIPP Ignite’s curriculum cultivates character traits and teaches values strategically along a K–4 developmental curriculum. Activities and experiences are planned to systematically teach our values. Teachers and students draw upon our school values independently and exemplify them in times of success and challenge.

We’ll know we are executing our mission when we meet or surpass our goals for the California Assessment of Student Performance and Progress (“CAASPP”) and Northwest Evaluation Association’s Measures of Academic Progress (“MAP”) assessments. We’ll also know we are successful when our students exemplify our values and character strengths inside and outside the classroom, but most importantly, when no one is looking.

KIPP SoCal’s Five Pillars

KIPP Ignite 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 our 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.
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.

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

Ignite’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. KIPP Ignite Academy’s high-quality instruction is standards-based, with an emphasis on character and academic skills, and is explicitly tied to the Ignite’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. While the quality of instruction cannot be emphasized enough, it is also important that schools focus on teaching the appropriate types of skills that adequately prepare students for the challenges that await them. Tony Wagner, a researcher from Harvard University created an evidence-based approach. Through interviews with senior executives and college admissions counselors, he determined what the seven survival skills are for workforce readiness. Therefore, to truly prepare our students to become 21st century educated persons, we must focus on these seven skills. They are:

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

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

tandem, the Charter School develops self-motivated, competent, lifelong 21st century educated persons.

Use of Technology

KIPP Ignite infuses 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. We 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 is incorporated into the Charter School's instructional design.

How Learning Best Occurs

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

1. Quality Instruction is Standards-Based. We correlate our 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 determines the weight that teachers place on different elements of the curriculum. Ignite'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 our 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 then 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 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. KIPP Ignite Academy 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, our school defines culture as a necessary dimension towards academic achievement. Therefore, it is incumbent upon our 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 Ignite, a culturally responsive curriculum also allows 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, we recognize 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 violence⁴. While we cannot take away students’ experiences, we ensure our educators teach with heart and our students build resilience through the creation of trauma-informed schools with strong social-emotional learning (“SEL”). Research has repeatedly shown that the effects of trauma can make learning difficult. Thus, to fulfill our promise of preparing our KIPPsters academically for college, KIPP SoCal had to invest in a proactive approach to educating the whole child. We aim to “heal the heart, so the brain can learn.” Based on our research and experience piloting interventions, we have identified six components that make a KIPP SoCal school trauma-informed: (1) school-wide awareness of trauma and resilience; (2) establish safety; (3) build positive adult relationships; (4) support and invest in staff; (5) collaborate with families and community, and (6) prioritize social-emotional learning. School is the place children spend most of their waking hours, and as the one safe space for many, we believe there is no better place to support the social-emotional wellness of children. Thus, being a trauma-informed school is central to the KIPP Ignite’s teaching philosophy.

Creating Self-Motivated, Competent, and Lifelong Learners

Our students will leave fourth grade with the literacy, critical-thinking, and problem-solving skills to realize their full potential. They will have grown from five-year-olds who are new to school, to nine-year-

⁴ The Need for School Mental Health Services in LAUSD. Retrieved from <http://achieve.lausd.net/Page/2170> on 6/26/17.

olds who believe in themselves and have built the foundation on which they will grow and continue to grow as learners and citizens, but also tackle challenges with grit and zest and constantly find ways to make their world a better place. While at KIPP Ignite Academy, our students gain an academic foundation, access to enriched learning experiences, and a supportive community of classmates and teachers to motivate and push them every step of the way.

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

For students to realize the mission of KIPP Ignite Academy, we must focus on character building and values. Ignite's values are be leadership, innovation, ganas, honor, and teamwork (or "LIGHT"). Our goal is for all students to embody and demonstrate the our school's values daily. In the classroom, teachers will teach the values through "who we are" (embody) and "what we do" (demonstrate). Our values provide a shared language that students, teachers and families infuse and connect to daily. As a school, we will nurture and aid in forming student self-concepts so students can develop a sense of personal responsibility and become advocates for themselves and their communities.

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

Our values are highlighted in the following ways:

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

In addition to our school values, our school incorporates character strengths into instruction based on the work of Martin Seligman and Christopher Peterson. Teachers introduce these character strengths (described above) during the beginning of each year and all grade levels have a Values or Character

Strengths block component in their schedule. Just like our values, these character strengths are embedded in our culture by incorporating this terminology in our conversations with students, and in academic and social activities.

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

Mastering these values and character strengths is a lifelong undertaking, and we are confident that the character education our students experience lays a strong foundation for that work. Our classrooms constantly hold discussion about being responsible members of their communities, thoughtful contributors to society, and goal-oriented learners. Our students understand that going to college is not only an essential pathway to personal gain, but also a way to empower their community and benefit the greater Los Angeles area. This drive for excellence, which starts early with conversations about a student's individual growth goal in reading or math in kindergarten, develops into a conversation about what specific college a student wants to attend and what they need to do to get there, and eventually becomes rich discussions about his power as an individual and a member of a community to affect change.

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

Outcomes and Assessments Aligned With State Priorities

KIPP Ignite Academy will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all student groups as applicable to the eight state priority areas identified in Education Code 52060(d). Our school further assures compliance

with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education.

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

Table 1.29: LCAP Goals

LCFF STATE PRIORITIES						
GOAL #1						
All students will achieve.			Related State Priorities:			
			<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7	<input type="checkbox"/> 2
			<input type="checkbox"/> 3	<input type="checkbox"/> 6		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Teachers will use data such as interim assessments to tailor and guide instruction Blended learning model ensures daily intervention and acceleration is available PD and on-going coaching for teachers using KIPP Framework for Excellent Teaching and CCSS training ELPAC data will be accurate and shared with teachers. EL students will receive small group instructional support to support their language development Teachers will use previous MAP scores to create targeted instruction for each student Ensuring high-quality instruction and targeted support. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Increase number of students who met or exceeded standards in English-language arts as defined by the state.</p> <p>Metric/Method for measuring: CAASPP score reports and/or additional reports produced by the California Department of Education.</p>						
Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25

All Students (School-wide)	17%	27%	37%	47%	57%	60%
English Learners	0%	10%	20%	30%	40%	50%
Socioecon. Disadv./Low Income Students	*	27%	37%	47%	57%	60%
Foster Youth	**	27%	37%	47%	57%	60%
Students with Disabilities	4%	9%	14%	19%	24%	29%
African American Students	10%	20%	30%	40%	50%	60%
Latino Students	22%	32%	42%	52%	54%	60%

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

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

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	32%	42%	52%	54%	56%	60%
English Learners	20%	30%	40%	50%	54%	60%
Socioecon. Disadv./Low Income Students	*	42%	52%	54%	56%	60%
Foster Youth	**	42%	52%	54%	56%	60%
Students with Disabilities	7%	12%	17%	22%	27%	32%
African American Students	27%	37%	47%	57%	58%	60%
Latino Students	36%	46%	56%	57%	58%	60%

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

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

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
English Learners	9%	25%	25%	25%	25%	25%

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

Metric/Method for Measuring: MAP score growth.

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	40%	50% of students	50% of students	50% of students	50% of students	50% of students
English Learners	38%	50% of students	50% of students	50% of students	50% of students	50% of students
Socioecon. Disadv./Low Income Students	*	50% of students	50% of students	50% of students	50% of students	50% of students
Foster Youth	**	50% of students	50% of students	50% of students	50% of students	50% of students
Students with Disabilities	48%	50% of students	50% of students	50% of students	50% of students	50% of students
African American Students	41%	50% of students	50% of students	50% of students	50% of students	50% of students
Latino Students	39%	50% of students	50% of students	50% of students	50% of students	50% of students

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

Metric/Method for Measuring: MAP score growth.

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (Schoolwide)	49%	50% of students	50% of students	50% of students	50% of students	50% of students
English Learners	55%	50% of students	50% of students	50% of students	50% of students	50% of students
Socioecon. Disadv./Low Income Students	*	50% of students	50% of students	50% of students	50% of students	50% of students
Foster Youth	**	50% of students	50% of students	50% of students	50% of students	50% of students
Students with Disabilities	56%	50% of students	50% of students	50% of students	50% of students	50% of students
African American Students	46%	50% of students	50% of students	50% of students	50% of students	50% of students
Latino Students	51%	50% of students	50% of students	50% of students	50% of students	50% of students

GOAL #2

Support student and parent engagement.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

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

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

Outcome #7: Suspension rate will not exceed 2%.

Metric/Method for Measuring: Suspension rate.

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	0%	<2%	<2%	<2%	<2%	<2%
English Learners	0%	<2%	<2%	<2%	<2%	<2%
Socioecon. Disadv./Low Income Students	0%	<2%	<2%	<2%	<2%	<2%
Foster Youth	**	<2%	<2%	<2%	<2%	<2%
Students with Disabilities	0%	<2%	<2%	<2%	<2%	<2%
African American Students	0%	<2%	<2%	<2%	<2%	<2%
Latino Students	0%	<2%	<2%	<2%	<2%	<2%

Outcome #8: Expulsion rate will not exceed 1%.

Metric/Method for Measuring: Expulsion rate.

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	**	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	0%	<1%	<1%	<1%	<1%	<1%
Latino Students	0%	<1%	<1%	<1%	<1%	<1%

Outcome #9: Greater than 75% of students will feel safe at school.

Metric/Method for Measuring: "I feel safe at school" as a 3 or better as measured by a Region wide survey.

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	67%	>75%	>75%	>75%	>75%	>75%
English Learners	*	>75%	>75%	>75%	>75%	>75%
Socioecon. Disadv./Low Income Students	*	>75%	>75%	>75%	>75%	>75%
Foster Youth	**	>75%	>75%	>75%	>75%	>75%
Students with Disabilities	*	>75%	>75%	>75%	>75%	>75%

African American Students	58%	>75%	>75%	>75%	>75%	>75%
Latino Students	77%	>75%	>75%	>75%	>75%	>75%

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

Metric/Method for Measuring: Average Daily Attendance Rate

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	93%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
English Learners	95%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Socioecon. Disadv./Low Income Students	92%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Foster Youth	**	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Students with Disabilities	93%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
African American Students	92%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Latino Students	94%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA

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

Metric/Method for Measuring: Chronic Absenteeism Rate

Applicable Student Groups	Baseline 2018-19	2020-21	2021-22	2022-23	2023-24	2024-25
All Students (School-wide)	25%	<10%	<10%	<10%	<10%	<10%
English Learners	12%	<10%	<10%	<10%	<10%	<10%
Socioecon. Disadv./Low Income Students	28%	<10%	<10%	<10%	<10%	<10%
Foster Youth	**	<10%	<10%	<10%	<10%	<10%
Students with Disabilities	28%	<10%	<10%	<10%	<10%	<10%
African American Students	34%	<10%	<10%	<10%	<10%	<10%
Latino Students	18%	<10%	<10%	<10%	<10%	<10%

GOAL #3

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

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

Expected Annual Measurable Outcomes

Outcome #12: Maintaining or increasing the rate of teachers who are compliantly credentialed.

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

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

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

Outcome #13: All students will have access to educational supplies and materials that are aligned to the CCSS, NGSS, and other applicable state content standards.

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

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

Outcome #14: All teachers will attend training on CCSS and ELD strategies to support EL students.

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

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

Outcome #15: All students will have access to electives such as Art, Engineering and Coding, Science, and PE in addition to ELA and math during a school year.

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

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

Outcome #16: Ensure that our facility is in “good repair” or better as measured by SARC.

Metric/Method for measuring: SARC results

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

* = Data not available at this time

** = Not numerically sufficient at this time

KIPP SoCal's Six Essential Questions

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

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

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

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

Instructional Design

Ignite 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. Our 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, our students prepare to be artists, scientists, authors, athletes, and agents of change who develop projects that will impact the local and global community.

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

Our teachers engage in a long-term planning process starting in the May prior to each school year. They start by creating grade level visions and subject visions in teams, which allows us to brainstorm and distill our goals for our students. Once we have a vision of what we want to accomplish academically, we study a pacing guide built on the mastery of state content standards in our curriculum, Next Generation Science Standards, and Common Core State Standards. After teachers and the leadership team study this scope and sequence, we study assessments, outline daily objectives, and start lesson internalization.

All teachers are expected to use the selected curriculum as a foundation for instruction and use engaging pedagogical techniques to lift the material off of the page and into standards-based lesson plans.

When planning, teachers first consider how their instruction meets the individual needs of all students. Their lesson plans, primarily the modeling, guided practice and independent practice components 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 use a mixture of groupings during their instruction including whole-class instruction and collaborative learning groups. Teachers are cognizant of the importance of movement, especially with the kindergarten and first grade students, and rotate groups of students among locations throughout the room in accordance with their attention span and what is developmentally appropriate.

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

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

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

Curriculum and Instruction

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

By shifting from creation to internalization, teachers are able to focus on making thoughtful, intentional adjustments to the curricular plans in order to better meet the needs of their individual students while

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

Table 1.30 :Instructional Programs

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

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

In addition to the materials listed above, Ignite incorporates standards-based online learning programs to supplement instruction in core subjects. Through rigorous and engaging online content such as (but not limited to) Dreambox Learning, ST Math, Accelerated Reader, or Achieve3000, students are able to

access individualized instruction at their level to practice what they’ve learned in class and strengthen their 21st century computer literacy skills through sustained daily usage of computer hardware and software. When selecting online learning content, the School Leader considers academic rigor, student engagement, and program alignment to the Common Core State Standards. We further enhance these programs by aligning and supplementing activities based on assessment data and innovative strategies, such as an accelerated curriculum at the kindergarten level.

Teachers utilize supplemental resources that may include those listed in Table 1.32 below. To be clear, TK uses the same supplemental resources as Kindergarten.

Table 1.31: Supplemental Instructional Resources

Program/Supplemental Resource	Related Standard
Susana Dutro’s Focused Approach	<ul style="list-style-type: none"> ● TK – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development ● TK – 4 English Language Arts: Reading Comprehension ● TK – 4 English Language Arts: Writing Applications ● TK – 4 English Language Arts: Written Conventions ● TK – 4 English Language Arts: Oral Language Conventions ● English Language Development: Word Analysis ● English Language Development: Fluency and Systematic Vocabulary Development ● English Language Development: Reading Comprehension ● English Language Development: Literary Response and Analysis ● English Language Development: Writing Strategies ● English Language Development: English-Language Conventions
Words Their Way	<ul style="list-style-type: none"> ● TK – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development ● English Language Development: Word Analysis ● English Language Development: Fluency and Systematic Vocabulary Development

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

Program/Supplemental Resource	Related Standard
<i>¡Viva el español!</i> (for stages 1 – 2 of the California Language Learning Curriculum)	<ul style="list-style-type: none"> ● All Foreign Language framework strands
Engineering is Elementary	<ul style="list-style-type: none"> ● All TK – 4 Technology content standards
English-Language Arts Schools Framework	<ul style="list-style-type: none"> ● All TK – 4 English Language Arts standards strands
English Language Development Framework	<ul style="list-style-type: none"> ● All TK – 4 English Language Development standards strands
Mathematics Content Standards Framework	<ul style="list-style-type: none"> ● All TK – 4 Mathematics standards strands
Physical Education Framework	<ul style="list-style-type: none"> ● All TK – 4 Physical Education content standards strands
Visual and Performing Arts Framework	<ul style="list-style-type: none"> ● All TK – 4 Music and Visual Arts content standards strands
Science Framework	<ul style="list-style-type: none"> ● All TK – 4 Science content standards strands
History-Social Science Framework	<ul style="list-style-type: none"> ● All TK – 4 Social Studies content standards strands

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

- BrainPOP
- Edmodo
- RenLearning Accelerated Reader

- Illuminate
- Starfall
- Khan Academy

Innovation and Technology

KIPP Ignite Academy implements an innovative and evolving rotational blended learning model in math and ELA, which provides students with access to rigorous adaptive software programs, engaging independent work, and targeted small group instruction. Students divide into homogeneous groups by skill level and rotate among stations that are targeted to specific standards and informed by recent assessment data and teacher understanding of student needs. At Ignite, rotations are a regular lesson structure, but are also used ad hoc based on each student progress and needs. For example, after a mini-lesson in a small group, the teacher may assign each student a quick activity to demonstrate mastery and check for understanding. Each student conferences with the teacher to talk through their activity and the teacher can confirm understanding. Once a student has successfully completed this process, the teacher dismisses them to move on to the computer-based software or more independent work. By customizing rotations for each student's needs, our teachers are able to ensure that each student is getting the real-time assistance they need and increasing the impact of face-to-face instruction.

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

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

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

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

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

Intervention

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

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

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

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

Core Areas of Instruction

English-Language Arts and Writing

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

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

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

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

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

English-Language Development

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

Teachers use the English Language Development standards set forth by the California Department of Education, and in alignment with the CCSS, to assist in planning and assessing the progress of English Learners. Students of limited English proficiency receive the same academic content as those students who are native English speakers in alignment with KIPP SoCal's English Learner Master Plan. This instruction takes the form of a designated ELD block for 60-80 minutes per week (i.e., 20 minutes, four times per week). All instruction is in English. The designated ELD activities will be taught to the whole class with intentional questioning, grouping, and progress monitoring of students identified as English Learners. When leadership and teachers review student data it is aggregated to show EL students, during the data reviews we compare student performance to the standards, which may be tracked using a standards-based pacing calendar.

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

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

In addition to the structured English immersion modifications teachers make in their mainstream classes within our extended day schedule, there are ample time that can be used for additional intensive English language instruction during small group and workshop time. Our school uses proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Examples of instructional models that we may employ with EL students include:

- Workshop models
- Cooperative learning
- Thematic teaching
- Scaffolding instruction
- Think/pair/share
- Kinesthetic activities

- Books on tape
- Graphic organizers
- Pre-teaching vocabulary
- Labeling items in classrooms and school in different languages
- Manipulatives
- Jigsaw
- Storytelling;
- Using culturally relevant materials
- Repetition
- Modeling

Mathematics

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

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

Math skills are utilized and reinforced in various content areas. For example, math skills are reinforced in science when students measure temperature. Reinforcing the math standards across the disciplines

provides students with the opportunity to understand that math skills are not limited solely to math class.

Science

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

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

Social Studies

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

In social studies, our students analyze and evaluate how their identity as students of color fits within the social, political, and urban structures of Los Angeles, California, and the United States. We believe knowledge is power and that self-love and the knowledge and understanding of their roots give our students sustained courage to be leaders. In social studies, students are asked to demonstrate their learning in academically and socially powerful ways that will prepare them to graduate from college and lead change in communities around them.

Through Socratic seminar, students explore their identity and community. Students reflect upon their identities with their classrooms, displaying cultural images and artifacts from their homes, community

walks, and field trips. Students experience and express their history through art, writing, and spoken word. When students feel uncomfortable, they are able to respectfully agree/disagree and have the courage to share their own experiences. Students feel appreciated, valued, and have a sense of belonging to their community. While understanding that they are individuals with unique differences, students become connected to their community and develop a sense of pride. Outlined below are the broad instructional themes for each grade level:

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

Social studies instruction utilizes a textbook and document-based approach ("DBQ") combined with exploration using regalia, primary and secondary resources, as well as watching media clips that bring certain topics to life for the students. Students have the opportunity to conduct research and seek resources to deepen their knowledge based on a particular topic.

Physical Education

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

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

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

To address the aforementioned content standards, we break up the year-by-year Physical Education period into strands: Concepts of Play and Games, Sports (e.g. soccer, basketball, softball, volleyball, and Ultimate Frisbee), Health, and Fitness. The content standards have been incorporated into the strand that best addresses that particular strand. For example, the first grade standard 1.21 (Dribble a ball continuously with one hand) will be addressed during the basketball unit. Taken together, our Physical Education program improves students' aerobic capacity, body composition, strength, endurance, and flexibility, as envisioned by the California FITNESSGRAM.

Non-Core Areas of Instruction

KIPP Ignite Academy believes strongly in educating the whole-child. As a result, we offer elective courses, such as: values-based lessons, art, dance and theater, and iLab.

Values-Based Lessons

To ensure students develop character strengths in addition to academic skills, students engage in instructional time focused on strengthening their character. In addition to the shared primary values across our school, each classroom focuses on the development of virtues and character strengths in accordance with the work of Martin Seligman, the founder of Positive Psychology and author of *Authentic Happiness*. Moreover, values lessons also focus on kindergarten through fourth grade speaking and listening content standards and establish objectives to meet these standards.

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

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

report cards that include a values section) and share student progress with parents during parent/teacher conferences.

Art

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

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

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

Dance and Theatre

Ignite also provides instruction in dance and theatre. Students demonstrate movement skills, process sensory information, and describe movement using the vocabulary of dance. Our students create, perform, and participate in dance by creating movements that reflect a variety of personal experiences, and responding to a variety of stimuli and by responding to different types of music, rhythms, and sounds. They take their first steps toward becoming confident and empathetic thespians. They learn how to actively and respectfully listen to live performances, analyze theatrical texts for meaning, basic theatre knowledge and history, as well as the importance of working respectfully in an ensemble of fellow theatre students. By working with a diverse collection of texts and scripts, our dance and theatre instruction serves as an engaging, fun extension of the literacy and active listening practices stressed in students' core ELA classes.

iLab

The iLab classroom is organized around an instructional vision that focuses on in-depth studies on coding, engineering, and innovative designed thinking. Our iLab curriculum cultivates critical thinking about science, technology, engineering, art, and math (STEAM), which develops our students into innovative problem solvers, as well as creators. We keep our lens focused on developmentally appropriate kindergarten STEAM education, while pushing our students to reach their highest potential for learning, creating, and innovating.

Our students learn and apply their knowledge about coding, engineering, and designed thinking. Throughout the year, students will engage in “unplugged” and “plugged” activities to learn about and explore the concepts of coding and engineering. They are able to articulate the what, why and how behind coding. Then, they learn about, write, and execute a program for a basic robot and computer program. They also use their designed thinking skills to brainstorm, plan, and build projects that align with the Next Generation Science Standards (NGSS).

By the end of the year, students in iLab class will be seen writing and executing 10 step codes for robots and computer coding programs. They get their hands messy creating new innovative objects that solve relevant problems. They share ideas, collaborate, and build together. Students brainstorm problems at home, school, or in their wider community that they can fix. They use language such as, “Well, that didn’t work out the way I planned, but now I will try a different way!” They know that the power of designed thinking allows them to safely fail, but try again with the support and encouragement of their classmates, teachers, and parents.

Transitional Kindergarten

Transitional Kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. TK students are enrolled with kindergarten students and will utilize teacher created and school leader supported instructional materials aligned to the California Preschool Learning Foundations developed by the California Department of Education. In these combined TK and kindergarten classrooms, teachers are able to identify their TK students and offer a developmentally appropriate program to meet their needs. TK ensures that children have developed the foundations to successful learning when they begin kindergarten. TK bridges the path between preschool and kindergarten and gives students a head start that will yield huge payoffs in future academic success. It provides the gift of time that will help students build a strong foundation for success in elementary school. Our school utilizes individualized instruction and developmentally appropriate strategies for younger students and students who are entering school with little or no academic skills. With these supports in place, all transitional kindergarten students finish the year well-prepared for the rigor of kindergarten. It is our goal that many students will leave prepared for first grade.

Academic Calendar and Schedules

Each year, Ignite organizes its calendar to coincide with most of the local authorizer’s draft of the Single Track Instructional Calendar. See Figure 1.1 below.

Figure 1.1: Academic Calendar

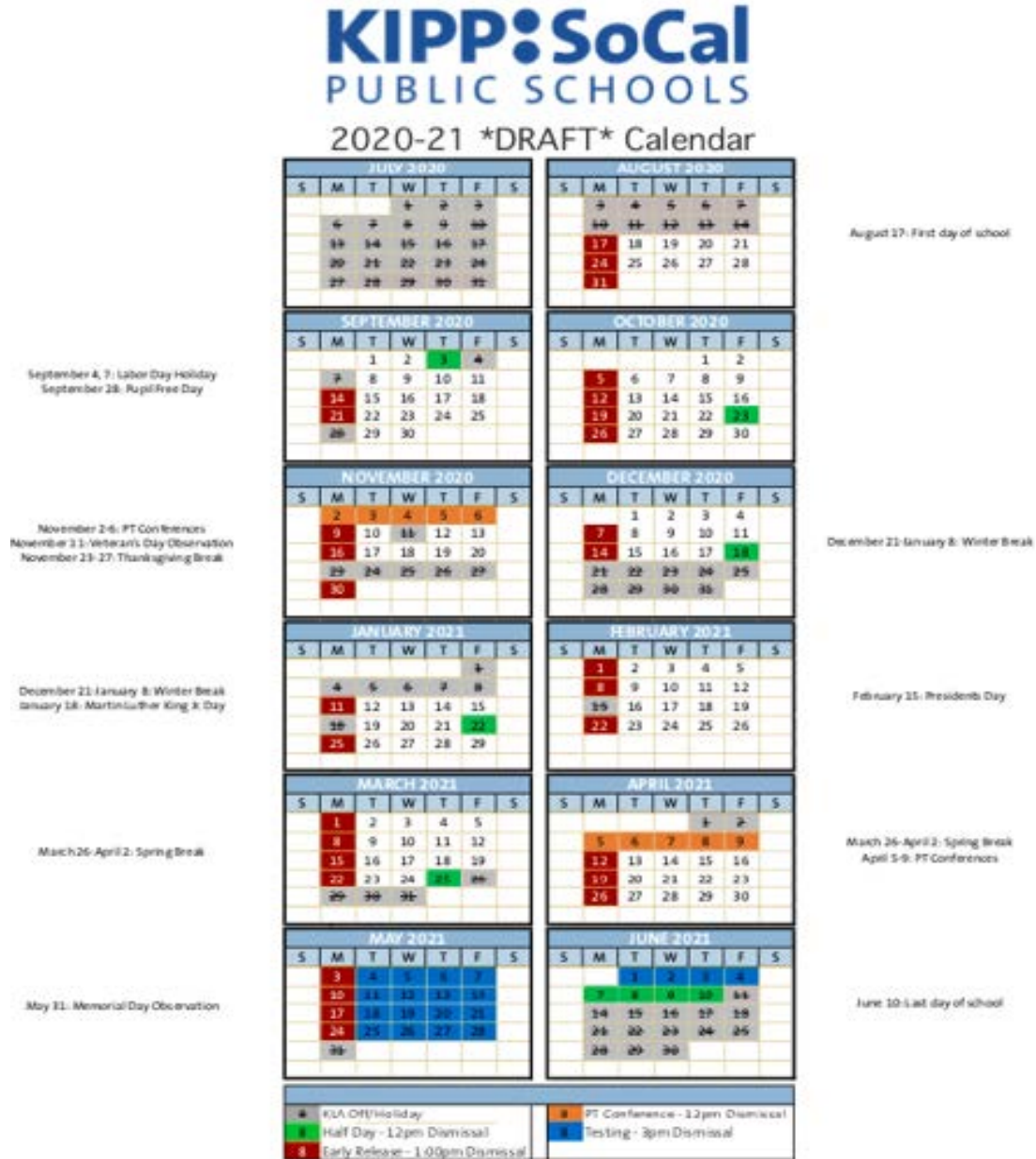


Figure 1.2: Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	112	420	28	260	20	225	20	360	180	36000	66020	30020
1	Yes	112	385	28	260	20	225	20	365	180	50400	62200	11800
2	Yes	112	430	28	260	20	225	20	365	180	50400	67240	16840
3	Yes	112	435	28	260	20	225	20	365	180	50400	67800	17400
4	Yes	112	450	28	265	20	220	20	365	180	54000	69520	15520

From Transitional Kindergarten through fourth grade, students receive:

- 112 Regular School Days, including supplemental time, totaling between 385 and 450 instructional minutes per day.
- 28 Early Dismissal/Professional Development Days, totaling between 260 and 265 instructional minutes per day.
- 20 Minimum Days, totaling between 220 and 225 minutes per day.
- 20 Other Days, totaling 180 instructional minutes per day.

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

Instructional Day

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

The schedule is also designed to allocate time to enrichments across all grades to build upon students' natural talents. In addition, character- and values-based lessons are incorporated into the enrichment block as well as during Read Aloud and are other times like Morning Meeting and Closing Circle. Community-building is a strong component of every classroom with a daily Morning Meeting and Closing Circle time. Kindergarten also includes a rest time during the day.

To ensure students receive a well-rounded education, they rotate through enrichments. This is a normal practice in the overwhelming majority of schools to provide a rich and diverse learning environment that touch upon the state standards and requirements for these various subject areas.

Table 1.32: Sample Weekly Schedules

Regular Dismissal		
Start Time	End Time	Activity
7:15 AM	7:20 AM	Arrival
7:20 AM	8:00 AM	Morning Work + Community Circle
8:00 AM	8:15 AM	Morning Meeting
8:15 AM	9:15 AM	Guided Reading
9:15 AM	10:15 AM	Reading Workshop
10:15 AM	10:45 AM	Phonics
10:45 AM	11:15 AM	Writing Workshop
11:20 AM	12:20 PM	Enrichment
12:20 PM	12:25 PM	Calm Classroom
12:30 PM	12:50 PM	Lunch
12:55 PM	1:15 PM	Recess
1:15 PM	1:30 PM	Number Corner
1:30 PM	2:30 PM	Math
2:30 PM	2:55 PM	English Language Development
2:55 PM	3:45 PM	Spiral Review
3:45 PM	3:55 PM	Closing Circle
3:55 PM	4:00 PM	Pack up + Dismissal

Early Dismissal		
Start Time	End Time	Activity
7:15 AM	7:20 AM	Arrival
7:20 AM	8:00 AM	Morning Work + Community Circle
8:00 AM	8:15 AM	Morning Meeting
8:15 AM	8:25 AM	Number Corner
8:25 AM	8:30 AM	Calm Classroom
8:30 AM	8:50 AM	Recess
8:50 AM	9:50 AM	Guided Reading
9:50 AM	10:50 AM	Math

10:50 AM	11:30 AM	Science
11:30 AM	12:25 PM	Enrichment
12:25 PM	12:45 PM	Lunch
12:50 PM	12:55 PM	Closing circle
12:55 PM	1:00 PM	Pack up
1:00 PM	1:15 PM	Dismissal

Testing Schedule		
Start Time	End Time	Activity
7:15 AM	7:20 AM	Arrival
7:20 AM	8:00 AM	Morning Work + Community Circle
8:00 AM	8:15 AM	Morning Meeting
8:15 AM	9:15 AM	Guided Reading
9:15 AM	10:15 AM	Reading Workshop
10:15 AM	10:45 AM	Phonics
10:45 AM	11:15 AM	Writing Workshop
11:20 AM	12:20 PM	Enrichment
12:20 PM	12:25 PM	Calm Classroom
12:30 PM	12:50 PM	Lunch
12:55 PM	1:15 PM	Recess
1:15 PM	2:15 PM	Math
2:15 PM	2:40 PM	Science
2:40 PM	2:45 PM	Closing Circle
2:45 PM	3:00 PM	Pack up + Dismissal

Minimum Days		
Start Time	End Time	Activity
7:15 AM	7:20 AM	Arrival
7:20 AM	8:00 AM	Morning Work+ Community Circle
8:00 AM	8:15 AM	Morning Meeting
8:15 AM	8:35 AM	Recess

8:35 AM	8:40 AM	Calm Classroom
8:40 AM	9:35 AM	Math
9:35 AM	10:35 AM	Guided Reading
10:35 AM	11:15 AM	Science
11:15 AM	11:45 AM	Beyond Z
11:45 AM	11:55 AM	Closing circle
11:55 AM	12:00 PM	Pack up
12:00 PM	12:15 PM	Dismissal

Professional Development

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

Table 1.33: Sample Professional Development Schedule

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

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

Team Recruitment

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

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

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

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

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

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

The KIPP SoCal Teacher Residency at Alder Graduate School of Education

In the 2017-18 school year, 80% of California school districts reported a shortage of teachers⁵. Building upon our existing recruitment efforts, KIPP SoCal is taking steps to strengthen the teacher pipeline in the face of this state-wide shortage of educators. In Spring 2017, KIPP SoCal signed a memorandum of understanding with Alder Graduate School of Education to prepare for the launch of the KIPP SoCal Teacher Residency program in the 2019-20 school year. The KIPP SoCal Teacher Residency uses a gradual release training model:

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

The KIPP SoCal School Leader Fellow Program

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

⁵ "Understaffed and Underprepared: California Districts Report Ongoing Teacher Shortages" – Learning Policy Institute

Team Culture/Professional Development

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

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

Check-in: Share something funny that happened in your classroom this past week.

Reflection: Reflect on this week's instruction. What went well? Each teacher will share something that went well and something they are working to improve. They will also discuss what should be adjusted for next week and next year.

Plan for next week: Identify which standards you are addressing and be thinking of vertical alignment across grades. Share ideas to write and implement great lessons and review student work.

Assessments: Discuss the results of your initial assessments. What are your students' strengths? What areas need to be focused upon in ELA and math? Be specific. Have any trends emerged in your classroom/across the grade level? How will this information drive your instruction?

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

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

Our school will also hold team meetings at least once a month at the beginning of the professional development hour. During team meetings, teachers will conduct school business, build a stronger sense of community among all the adults working to serve our students, recognize team members for

exemplifying school values, enhance our home-school partnerships, and improve on our approach to developing the whole child. Additionally, as a team, we will assess our commitments to live out our values, follow our community norms and maintain school health through feedback surveys, discussions, and data sharing.

Sample team meeting agenda:

Community builder: team meetings will open with community building time led by a different team member each meeting; these are meant to be fun and enable the team to become stronger.

School Health: Review and analyze teacher and student satisfaction surveys, assess data against goals and commitments, identify strengths, areas of growth and next steps.

Announcements/Logistics: Address upcoming events or concerns.

Shout outs: Celebration and recognition of team members.

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

Meeting the Needs of All Students

English Learners

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

Identification of English Learners

All students enrolling in a California public school for the first time are given the Home Language Survey as part of the process to determine their level of English proficiency. Students who are found to have a

primary language other than English will be assessed using the state-approved English Language Proficiency Assessment, currently the ELPAC. Parents/guardians are notified prior to the student being assessed. If a student is determined to be an English Learner after completing the Initial ELPAC, he or she is then identified as such in our school's student information system, and have their CALPADS record updated as necessary. Parents or guardians of newly-identified EL students are notified of the student's status within 30 days of enrollment.

Assessments

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

Strategies for English Learner Instruction and Intervention

Ignite provides a comprehensive designated and integrated ELD instructional program to meet the grade-appropriate academic goals and language learning needs of every enrolled English Learner. Teachers at Ignite use the English Language Development standards set forth by the California Department of Education and in alignment with the Common Core State Standards to assist in supporting and assessing the progress of English Learners. Students of limited English proficiency receive the same academic content as those students who speak only English, and all instruction is in English. However, there may be times when primary language support is provided to students.

Integrated ELD takes place during the typical daily schedule across all disciplines. Designated ELD is implemented during strategic structures within the school day. Our school implements ELD in the following ways:

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

- Ignite uses an extended day schedule where ample supplemental time, if necessary, can be used for Designated ELD instruction

Reclassification

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

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

Monitoring Progress and Effectiveness of Supports for LTELs

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

Monitoring of Reclassified Fluent English Proficient Students

Ignite notifies parents and guardians of reclassification, updates the school and school district records, as well as monitors the student’s progress for four years. After reclassification, former EL students’ academic progress will continue to be monitored by the EL Coordinator, in an approach mirroring the 2-prong monitoring of English Learner students. RFEP students’ academic progress is 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, our school works in conjunction with the KIPP SoCal Academics Team to consider and evaluate a number of factors, including:

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

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

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

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

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

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

Students Achieving Below Grade Level

Students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments receive individual and small group instruction to target their individual needs. During whole class instruction, the teacher may differentiate instruction based upon students’ needs, interests, readiness, and learning profile. In addition, other types of instructional support that our school may utilize to support students achieving below grade level include:

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

If an area of growth for student success becomes evident across a grade level or our school, such as reading comprehension, professional development is dedicated to that focus. In addition, teachers and administrators work collaboratively to share best practices and ideas to support students achieving below grade level, and develop key partnerships with community agencies and educational

organizations to develop a cadre of resources for team, students, and parents to access in order to meet the instructional needs of all students.

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

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

Socioeconomically Disadvantaged/Low-Income Students

KIPP Ignite Academy seeks to serve underserved student populations. To put students on the path to and through college, the mission, vision, and instructional programs of our school are designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index and other factors. We anticipate that students from this population will constitute a significant portion of our student body, and our program will be based upon the successful practices already in place across KIPP SoCal. At our core, we believe in high expectations for each of our students regardless of background.

KIPP Ignite identifies low-income students as those who are eligible to receive free or reduced price school meals. We design our program to support students from socioeconomically disadvantaged backgrounds in the following ways:

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

Students With Disabilities

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

Overview

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

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

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

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

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

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

Section 504 of the Rehabilitation Act

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

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

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

The final determination of whether the student is or is not identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the

evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

Services for Students IDEA

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

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

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

KIPP Ignite shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. KIPP Ignite shall be responsible for having the following individuals in attendance at the IEP meetings: the School Leader and/or KIPP Ignite’s designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other KIPP Ignite representatives

who are knowledgeable about the regular education program at KIPP Ignite and/or about the student. KIPP Ignite shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

For students transferring to Ignite with an IEP from outside of California during the same academic year, our school shall provide the pupil with a free appropriate public education, including services

comparable to those described in the previously approved IEP in consultation with the parents, until the Ignite conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by KIPP Ignite Academy, and develops a new IEP, if appropriate that is consistent with federal and state law. In short, when students with an out-of-state IEP transfer to Ignite, our school will provide an IEP meeting within 30 days.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Students in Other Subgroups: Foster and Homeless Youth

Homeless and foster children shall have access to necessary educational and support services that will afford them the opportunity to meet the same challenging State academic standards as all students enrolled at Ignite. Our school seeks to address the needs of homeless and foster youth by providing direct services at the school site as well as referrals to community organizations with resources to address their needs. Each year, the Student Residency Survey will be sent to all families. Foster and homeless youth will be identified through this survey. Relevant teachers, administrators, and special education staff will provide homeless and foster youth with the same rigorous level of progress monitoring as any other student at Ignite.

Role of the Homeless and Foster Youth Liaison

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

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

Case Management Services

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

- Communicating with Foster Youth caseworker

- Supporting families with accessing the Homeless Family Solutions Systems (“HFSS”) by calling 211 or referral to a Family Solutions Center (FSC)
- Referrals for mental health, domestic violence, legal services, food banks, etc.
- Submitting Baby2Baby requests, if applicable
- Checking in with student to provide counseling support, if needed
- Supporting family with access to computer and wifi access
- Communicating changes in residency status to Homeless Liaison for updating records

The Regional Homeless and Foster Youth Task Force

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

A Typical Day

Pedro is a first grader at KIPP Ignite Academy. He skips his way to school excited to lead his peers in the first-grade cheer because he is the student leader for the all-school assembly that takes place every morning. On his way to school, Pedro tells his mom that he is ready for school today because he did all of his homework.

Pedro and his mom, Bélen, walk up to the front gate where the School Leader is waiting to greet each student with a handshake. After saying goodbye to his mom, Pedro goes to breakfast where whole grain cereal is waiting for him. He eats his cereal while talking with his friends about how excited they are for art class that afternoon.

Pedro’s teacher greets him with handshake as he enters his classroom, University of California Los Angeles. Each classroom is named after a university to remind teachers, students, and families that the time students spend in these classrooms will pave the way for them to attend and graduate from college. He says hello to his friends as he gets out his homework and the book he is going to read for morning choice reading time. During this choice reading time, Pedro has his homework on his desk ready to be corrected. The teacher will then give feedback on a particular page that day to make sure all of the students are mastering the standards taught that week.

At 8am, Jaylynn, another student in Pedro’s class, rings an apple-shaped bell to remind all students that it’s time to start Morning Meeting. Once students make their way to the classroom carpet, their teacher, Mr. Lopez, sits down in the circle as well and Jaylynn facilitates the Morning Meeting agenda, which includes the day’s greeting, class sharing, news, announcements, and a community game. Pedro and his classmates follow along. Pedro’s favorite part of Morning Meeting is the game “Bumps, Stars, and Statues.”

After Morning Meeting, the class begins an hour-long guided reading block. Pedro and his classmates grab their book bags of independent reading books, then line up at the door and transition, with smiles to their friends, to their guided-reading classrooms. Every student is in a homogenous guided reading group, with other students at the same STEP level, who need to focus on accuracy, fluency, comprehension, word solving, essential vocabulary, critical thinking, or some combination thereof. Pedro travels to the neighboring classroom, USC, to be in Ms. Jackson's second guided reading group, the Blue Whales. He continues to read independently from his book bag and then completes a rhyming center while Ms. Jackson reads with her first group. At 8:47am, Pedro joins Ms. Jackson at the kidney table with four other students, excited to continue reading a new book at his "just right" level. The students read and practice making connections between the book and their own lives.

At 9:20am, Pedro and his classmates head into Beyond Z, an instructional block for our school's electives. Our school's Beyond Z team is comprised of teachers who push into all classrooms for electives instruction as well as phonics and guided reading. Today, Mr. Adams, our iLab instructor, is dropping in for a lesson on writing and executing basic computer programming codes. Mr. Adams pushes Pedro and his classmates to share ideas with one another, collaborate, and work together. As Pedro and his classmate Isabella work through their coding problem together, they realize they have taken the wrong approach. "Well, that didn't work out the way we planned," Isabella exclaims. "That's okay," says Pedro. "Let's try a different way." The two continue working through the coding problem, sharing ideas on how to take a different approach. After a few more tries, they finally find the solution.

When Pedro finishes Beyond Z, it's time for lunch. Mr. Lopez calls students to line up and walks the class down to the cafeteria where a parent volunteer and operations aide greet them and make sure they receive their healthy lunch in an orderly manner. The parent volunteer and operations aide stay with the class as they eat, then walk them out to the playground for recess at 10:50am. Today, Pedro hula hoops with Jaylynn during recess. Then, Mr. Lopez picks up the straight line of students from the playground and walks them back to class. When the student arrive back in class, Mr. Lopez leads them in a Calm Classroom deep breathing exercise. The Sun Breathing one is Pedro's favorite. It always makes him feel calmer after running around outside.

At 11:15am, Pedro and his classmates begin their daily fifteen-minute Number Corner exercise. The students gather on the carpet, where Mr. Lopez uses the classroom Number-Corner display to develop students' skills in data analysis, computation, and problem solving. The Number-Corner display features a calendar grid in which the class keeps track of the number of days they have been in school, which helps them see groups of 1, 5, and 10 in different numbers. The activities and games that revolve around the Number-Corner display have helped Pedro master single- and double-digit addition.

By 11:30am, Mr. Lopez has moved Pedro's class into the day's math lesson. Pedro knows his group heads to the carpet first for instruction. His group of 10 students is beginning a differentiated lesson on solving addition number stories, using manipulatives and drawings to model how to represent the number sentence that the story represents. Pedro works with his partner, Dylan, to solve several problems using the manipulatives. Pedro and Dylan celebrate when they solve the challenge problem of the day. After the small group, Pedro completes his independent practice, and then picks up a

Chromebook to go onto ST Math, solving puzzles which reinforce his understanding of the lessons about the addition he learned last week. During the third and final rotation, Pedro goes to math centers, where he works with a different partner, Jasmine, to review how to categorize shapes by various attributes, such as color and number of sides. At the end of the math block, Mr. Lopez lets students know that it is time to clean up before beginning the day's grammar lesson.

At 12:30, the class heads back to the carpet for their grammar lesson. Today, the class was learning about different types of end punctuation. They read the book *Yo! Yes?*, by Chris Raschka, and practiced finding periods, question marks, and exclamation points in the text. Mr. Lopez read the whole story with silly voices, and Pedro and his classmates erupted in giggles as they got to the final pages.

Mr. Lopez then calls the students to their tables at 1:00pm, and asks them to take out their Reader's Notebooks and individual book bags to prepare for Reader's Workshop. Mr. Lopez heads to the front of the room and begins the Reader's Workshop mini-lesson on how students can use the pictures to help them retell the important events in a storybook. The lesson lasts about seven minutes with the instruction of the skill, guided practice, and check for understanding. Mr. Lopez shares the Reader's Workshop schedule and students begin to move about the classroom. They settle into their usual spots with their reading partner and make a plan for how they will use their partner time that day. Pedro and Nathaniel decide that they'll read their books independently for the first 10 minutes using post-it notes to mark pictures that show important events in the story, then they'll share what they learned with each other. Meanwhile, Mr. Lopez is conferencing with students and taking notes in his own notebook. He pauses to ask Pedro and Nathaniel what their plan is, then quickly conferences with Nathaniel about which important events he has chosen so far. After 15 minutes of independent work time, Mr. Lopez calls the students back together on the carpet and asks Nathaniel to share which pages he marked to help him retell the important events. Two students ask Nathaniel clarifying questions, then give him a "snap, crackle, pop" cheer to thank him for sharing.

From there, Mr. Lopez shifts into a thirty-minute English Language Development (ELD) lesson for the whole class. During this time, students of limited English proficiency receive the same academic content as students who are native English speakers. However, Mr. Lopez's questioning, grouping, and progress monitoring carefully target English Learners (ELs), like Pedro's buddy, Oscar. These efforts aim to help EL students like Oscar learn to read using the foundational components of literacy: phonemic awareness, spelling, vocabulary, comprehension, writing, and language. Oscar hopes to be reclassified as fluent and proficient in English this year, after he demonstrates proficiency on the ELPAC and scores in the 50th percentile or higher on his MAP reading assessment.

After ends at 2:20pm, it's time for Writer's Workshop. Pedro could not wait to continue writing about his small moment. He chose to write about the time that he went to the zoo with his family. Today, Mr. Lopez is teaching the class how to add details about the setting to their illustrations and stories. Pedro heads back to his seat to add the plants that he had seen in the tiger's habitat to his description of that day. At the end of the lesson, Mr. Lopez asks Pedro's classmate, Juan, to put his small moment on the document camera to show the class. Juan shares about going to the hospital to visit his baby sister for

the first time. When he is asked for glows and grows from the class, Pedro tells Juan that he liked how many details he added to the hospital room. "I think it would help your story if you added labels to show the names of people in your family," Pedro added as a grow for Juan. Juan thanked Pedro, and the class put their writing away in their folders.

At 3:45pm, Pedro joins his classmates for closing circle and dismissal. He sits down next to Juan as their classmates form a circle around the perimeter of the classroom carpet. Mr. Lopez asks, "Who would you like to shout out a friend for showing one of our values today?" Pedro is the third student to be called on, sharing, "I want to shout out Juan for showing courage when he shared his story." Juan smiles shyly, and the class gives him a "Shine on, shine on" cheer.

After closing circle, each student picks up their homework folder and heads back to their desk to read until their family comes to pick them up. As Mr. Lopez opens the classroom door, Pedro sees that his mom, Belén, is first in line. Belén chats with Mr. Lopez as Pedro puts her pencil away and pushes in his chair. Pedro gives Mr. Lopez a high five and gives his mom a big hug. "Mama! Guess what! Isabella and coded a computer program today! It was hard, but we kept trying until we got it right." Mr. Lopez smiles and waves goodbye, saying, "See you in the morning, Pedro!"

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

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

Measurable Goals of the Educational Program

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

Measurable Pupil Outcomes: Summative Assessment Performance Targets

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

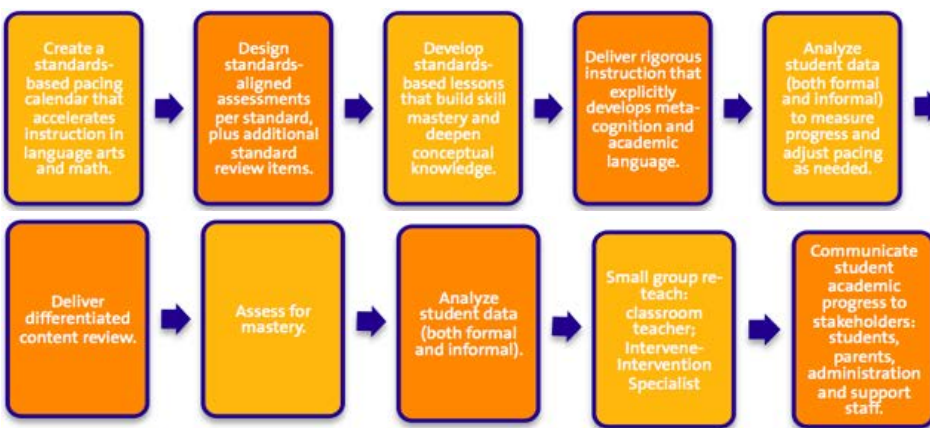
Methods for Measuring Pupil Progress Toward Outcomes

Instructional Cycle and Assessment

All KIPP Ignite Academy 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 KIPP Ignite’s instructional cycle. While the first step is completed in the summer, the following steps in the cycle will be ongoing.

Figure 2.1: KIPP Ignite Steps of Instructional Cycle



KIPP Ignite Academy 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 four take the CAASPP each spring. Additionally, all students in Kindergarten through second grade and EL students in all grade levels will take a norm-referenced test such as the MAP in the fall and the spring. Detailed reports by student and by class will be created to facilitate in-depth analysis and data-informed decision-making. Teachers look at multiple sources of data, including daily exit tickets, to identify the students who have not yet mastered the standard. Teachers then work with the leadership team to identify the proper interventions. Thoroughly analyzing annual student achievement results allows the staff to reflect on teaching practices and identify areas of strength and areas of weakness to improve in the upcoming years.

Each year KIPP Ignite Academy disaggregates school-wide MAP or other norm-referenced equivalent data by gender, race, English Learner status, Special Education status, socioeconomic status, and other relevant student groups and analyze those data to make any needed adjustments to the instructional program. KIPP Ignite Academy expects TK through second grade students in each student group to meet the school's MAP performance goals listed in Element 1. MAP data for individual students is reported to each student's family during parent conferences at the beginning of the year and as well as at the end of the year. Additionally, report cards 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 subgroups may result in modifications to curriculum, schedule, school staffing, or provision of support services.

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

KIPP Ignite Academy, like all KIPP SoCal Public Schools, believes that data is a powerful instructional tool. KIPP Ignite's data is shared openly with KIPP SoCal's management and other KIPP SoCal schools. Further, at regular intervals the data is shared with KIPP SoCal's Board. Annually, KIPP Ignite'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 will take the ELPAC each year as required.

Formative Assessments

KIPP Ignite Academy 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 will be monitored and measured against.

Exit Tickets and Unit Assessments

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

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

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

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

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

Performance expectations for these assessments can be found below:

Figure 2.2: KIPP Ignite’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, Illuminate. Illuminate allows the KIPP Ignite Academy to collect, analyze, and share data on student performance on formative and summative assessments easily. The KIPP SoCal Regional Academic Team maintains the database system and ensures confidentiality and security.

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

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

Using Illuminate and the KIPP SoCal-created student data dashboard, KIPP Ignite’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 subgroup, classroom, and grade level. Additionally, Illuminate allows teachers to create and administer assessments and easily collect data on student performance on those assessments, including the unit assessments discussed above. Teachers discuss and analyze these initial

assessment results in depth to determine ways to differentiate instruction based on the needs of the students. Through the use of Illuminate and Tableau, teachers graphically analyze data to identify trends and areas of both growth and strength. Illuminate also allows teachers to export data to Excel for analysis using more traditional methods. Below is an overview of the bi-weekly data process:

- **Data acquisition:** The Leadership Team ensure that the data used to assess student performance is collected and organized in a timely manner so that all stakeholders can readily access it.
- **Data reflection and analysis:** Teachers reflect on their classroom data by submitting reflection forms and conducting error analysis on all assessments. Grade levels then come together to reflect on their results and create specific plans of action and subsequent goals to improve student outcomes. Simultaneously, the Leadership Team meets to review school wide results and create plans to support teachers/grade levels as needed.
- **Analyzing Student Work:** On a regular basis, teachers come together to analyze student work or exit tickets. The aim is to identify student misconceptions early and clarify during a reteach block.
- **Unit/Lesson Plan Reviews:** Weekly, grade levels review assessments and lesson plans and internalize to ensure all teachers understand the objectives, processes, and criteria for success.
- **Flexible Small Group Instruction:** Based on assessment results, changes to the makeup of small groups are made to ensure all students are receiving differentiated instruction.
- **Program Alignment and Design:** Through data acquisition, reflection, and analysis, KIPP Ignite’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, KIPP Ignite Academy also uses data to assess teacher progress towards professional growth goals including student progress and proficiency. These data are incorporated into teacher evaluations and reviews.

Finally, KIPP Ignite Academy uses student performance data to assess our educational program and ensure that we are meeting our goals as outlined above. KIPP Ignite’s leadership, in concert with the KIPP SoCal Academics Team, analyzes student formative and summative assessment data to determine whether Ignite Academy 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 KIPP Ignite’s leadership to augment instruction, intervention, or curricula to put learning back on track and progressing.

Grading Policy

KIPP Ignite Academy 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 and 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: KIPP Ignite Academy Report Card

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				
5	Advanced	2	Below Basic	
4	Proficient	1	Far Below Basic	
3	Basic	-	N/A	

Key to Character Strength Grades	
S	Strength
AG	Area of Growth

Attendance				
	Q1	Q2	Q3	Q4
Tardies				
Tuitions				
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
				F

Sight Words				
Q1	Q2	Q3	Q4	Grade Level EDY Goal
				300

Fluency				
Q1	Q2	Q3	Q4	Grade Level EDY Goal
				90 wpm

MAP Scores				Grade Level EDY Goal
	Fall	Winter	Spring	
ELA				
Math				

Teacher Signature	Date:
Parent/Legal Guardian Signature	Date:

Promotion and Retention Policies and Procedures

KIPP Ignite Academy, like all KIPP SoCal schools, follows KIPP SoCal's Board Policy on Acceleration and Retention. KIPP Ignite Academy expects students to progress through each grade level within one school

year. To accomplish this, instruction accommodates the variety of ways students learn and includes 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 Measures of Academic Progress (MAP) 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(b)(5)(D).)

General Provisions

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption. Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement. The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁶ Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33. Charter School shall comply with the Brown Act and the Public Records Act. Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length. Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

Title IX, Section 504, and Uniform Complaint Procedures

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

⁶ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis. Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq. Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

Responding to Inquiries

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members. If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit. Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

Notification of the District

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

Student Records

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

Parent Engagement

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

Federal Program Compliance

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

Governance Structure

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

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

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

Organizational Chart

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

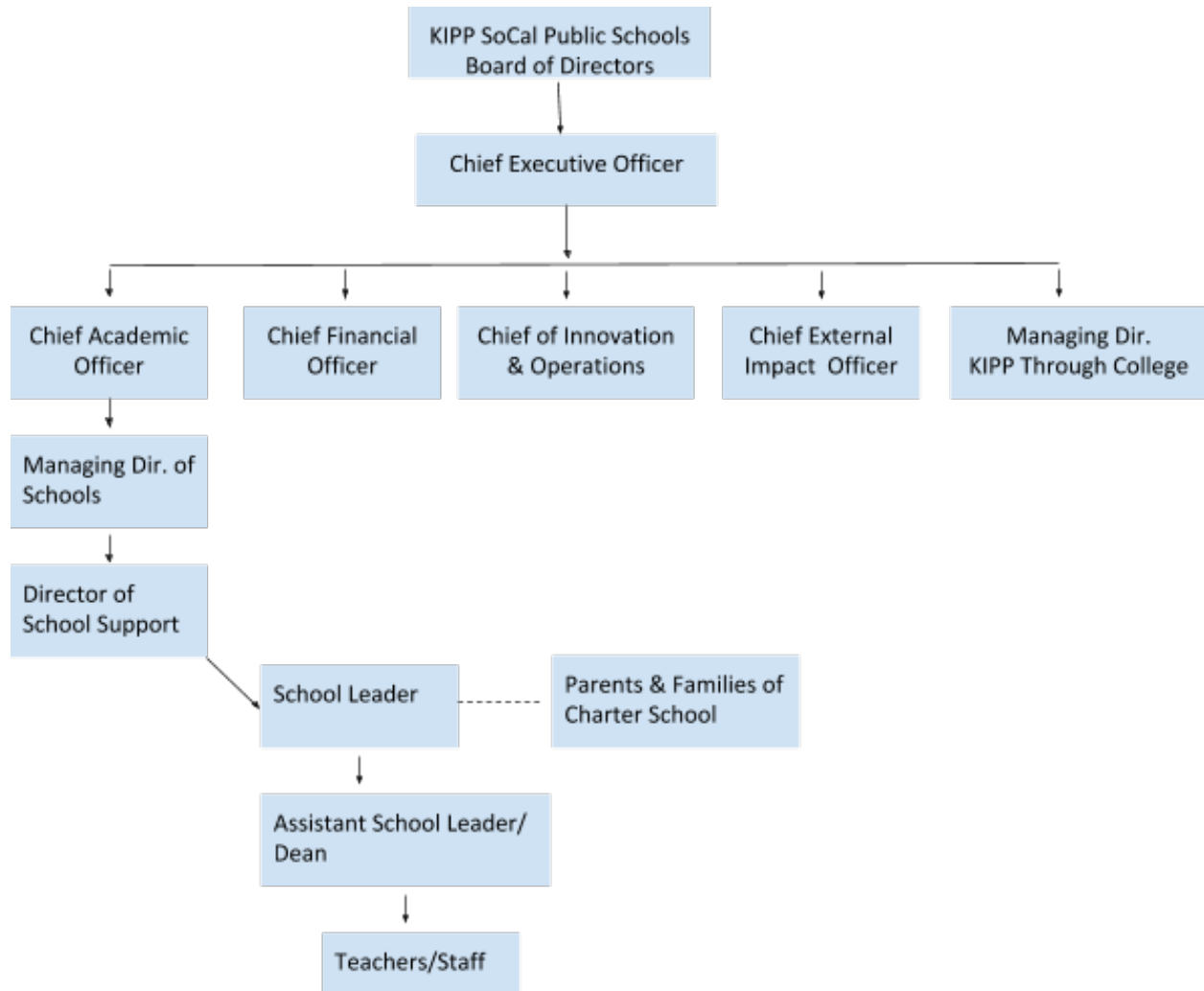
The governance structure of KIPP SoCal Public Schools achieves two primary objectives:

1. To promote the success of the Charter School and its students through community-based support, involvement, and local responsibility. The Board will accomplish the objective by: (a)

establishing local ties to the sectors of education, non-profits, entrepreneurial growth companies, law, real estate, community service, philanthropy, media, and policy; and (b) strictly complying with the Brown Act's requirements.

2. To ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated across the nation

Figure 4.1: The Charter School Organization Chart



Role of Governing Board

Figure 4.2: Organization of Governing Board



The KIPP SoCal Public Schools Board of Directors (the “Board”) includes several standing committees, designed to enhance the operation of the Board and provide additional oversight. The Board and all standing committees hold public meetings in accordance with the Ralph M. Brown Act, SB 126, and Education Code Section 47604.1. KIPP SoCal has the following standing committees, each with three-to-four board members:

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

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

Risk & Audit Committee. The Audit Committee oversees accounting and financial reporting processes, including internal controls. It 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 will manage 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 will be 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 will achieve this alignment through the following Board recruiting process:

1. Board or staff member who knows the prospect will have an initial conversation with the prospect to gauge interest and dedication to KIPP 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 will support 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 will 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 will hold office hours to support and train parents. In addition, we will offer Back to School Night, Literacy Night, Math Night, Living the College Dream, 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 established a parent leadership group that will meet once a month, in conjunction with other parent groups to provide the school with feedback and to organize volunteering efforts. This 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(b)(5)(E).)

Equal Employment Opportunity

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

ESEA/ESSA and Credentialing Requirements

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

Employee Positions and Qualifications

The Charter School is led by our school leader. The school leader will report to the Director of School Support, who in turn reports to the Managing Director of Schools. The Managing Director of Schools reports to the Chief Academic Officer. The 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>
<p><i>School Leader</i></p> <p>The School Leader sets and enforces rigorous standards for student achievement that are aligned to the goals of KIPP SoCal Public Schools. The School Leader provides organizational, instructional, and operational leadership, as well as recruits and hires instructional and support staff. They also serve as a liaison between teachers, parents, and the community.</p>
<p><i>Assistant School Leader/Dean</i></p>

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.

Elective Teacher

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

Qualifications

- A bachelor's degree from an accredited college or university required
- High School Diploma for Operations Assistant
- Minimum two years of experience; four years preferred
- Spanish language skills 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

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

Special Education Teacher

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

Qualifications

- Possession of a valid internship, preliminary, or clear teaching credential and/or SpEd credential required

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

Instructional Support Staff

Instructional Assistant

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

Qualifications

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

Regional Support - School Success Team

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

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

Element 6 - Health and Safety Procedures

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

Health, Safety and Emergency Preparedness Plan

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service

all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

Immunization and Health Screening Requirements

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

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

Safe Place to Learn Act

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

Suicide Prevention Policy

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

Custodian of Records

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

Promoting Health and Wellness

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

Health and Safety

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

School Safety Plan

The Charter School 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 also adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Drug, Alcohol, and Smoke-Free Environment

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

Access to Mental Health Services

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

Preventing Bullying

The Charter School does not tolerate behavior that infringes on the safety of any student. Therefore, in accordance with Education Code Section 234.4, the Charter School 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 racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

Court-ordered Integration

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

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

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

Plan to Achieve Racial and Ethnic Balance

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

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, flyering, and neighborhood canvassing. Prior to submitting our charter petition, we begin our outreach efforts by first mapping community assets and meeting with key constituents. Beginning in the year preceding our opening, we 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 requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

Documentation of Admissions and Enrollment Processes

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

Homeless and Foster Youth

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter. Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements

The Charter School is nonsectarian in its programs, admission policies, and all other operations, and 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 will encourage parental involvement, it will also notify 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 Records⁷

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

⁷ 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.

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 are scheduled and staff will respond to phone calls and emails from interested parents as quickly as possible. Other activities may include:

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

Lottery Preferences & Procedures

The Charter School implements the following admissions process, including an interest period, public random drawing (“lottery”) if necessary, and official enrollment process. The process and procedures, as well as timeline, 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 will be consistent with Education Code Section 47605(d). Preference in the lottery will be given to the following categories of students in order:

- Students whose address of residence lies within the published boundaries of the District
- Siblings of students currently enrolled at the Charter School
- Children of KIPP SoCal Public Schools employees, except temporary employees (as long as that number does not exceed 10% of total enrollment)
- Students currently enrolled in and attending a KIPP SoCal Public School in the immediate prior grade level to the Charter School’s instructional grade level that has vacancies, who seek to enroll in the Charter School for that grade level, 20 U.S.C. section 7221i(2)(H)(ii). The Charter School is part of the network of schools affiliated with KIPP SoCal Public Schools

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

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

Interest Period

All interest forms (applications to enroll) submitted during the interest period (open enrollment period), which generally begins in September, will be 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 will be made public on the Charter School's website prior to the opening of the interest period. If the number of interest forms received exceeds the capacity of a grade level, a date will be set to hold a lottery to assure all applicants an equal chance of gaining admission in accordance with the preferences listed above. The date of the lottery is also made public on the Charter School's website.

Lottery Proceedings

The date and time of the lottery is established each year once it is determined that a lottery is required. If a lottery is necessary for the 2020-2021 school year, KIPP Ignite has tentatively scheduled the lottery to take place on Monday, March 16, 2020 at 6:00 p.m. at our Central Avenue location. The Charter School will seek a location either in or near the location of the Charter School facility and in a space large enough to ensure all interested parties may observe the lottery. Families who submit interest forms will receive information about the date, time, and location of the lottery from the Charter School in advance. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms submitted by the deadline will receive preference in the automated lottery system, per the preferences outlined above.

Post-Lottery

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

Next Steps and Procedures:

Waitlist Procedures

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be randomized accounting for the preferences listed above, by the automated lottery system. After the lottery, the waiting list will only change to accommodate the sibling preference, meaning if a family has two students on the waiting list and one is called off the waitlist and enrolls in the Charter School, the sibling's wait list number may move up as a result of the sibling now being a current student. No other changes to the waitlist will occur. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be enrolled if there is availability and the waitlist has been exhausted or placed on a wait-list if there is no space available. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. The Charter School will determine the timeline for wait-listed students to accept admission annually. The waiting list expires annually the day before the lottery for the upcoming year. The above process will also be followed to fill vacant seats for all grades as seats become available each year due to student attrition at the discretion of the School Leader.

Refinement of Policies

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

Element 9 - Annual Financial Audits

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

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

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

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

In addition:

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

Annual Audit Procedures

An annual independent financial audit of the books and records of the Charter School 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 is selected by KIPP SoCal Public Schools Board’s Audit & Risk Committee Chair, and the selection is then be approved by the Board of Directors. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of

Management and Budget Circulars. KIPP SoCal's Chief Financial Officer and Senior Controller will work with the auditor to complete the audit.

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

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

Element 10 - Suspension and Expulsion Procedures

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

General Provisions

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

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

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

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

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

Students with Disabilities

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

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

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

Notification of the District

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

Outcome Data

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

Rehabilitation Plans

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

Readmission

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

Reinstatement

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

Gun-Free Schools Act

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

School Climate and Student Discipline System

This Pupil Suspension and Expulsion Policy, which constitutes the entire policy, has been established to promote learning and protect the safety and well-being of all students at the Charter School. In creating

this policy, The Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended without the need to amend the charter so long as the amendments comport with legal requirements.⁸ 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 allows for self-correction and reflection. Each teacher at the Charter School will employ a multi-step disciplinary system, which clearly conveys to students the consequences of misbehavior and provides opportunities for improvement. The consistency of this system across classrooms and grade levels will ensure uniformity of expectations for all students. Annually teachers will attend a training, provided by the school leader on school culture and climate. This is reflected in the Sample Professional Development Schedule in Table 1.33 above.

⁸ 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.

By using a range of progressive disciplinary options, the Charter School will curtail misconduct before there is a need for more serious sanctions. The Charter School is dedicated to working with students and families to address behavior challenges effectively. Potential options include (but are not limited to):

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade-level leaders
- Parent meetings with teachers and/or grade-level leader
- Mandatory study hall during and/or after school (with notification to parents/guardians and overseen by grade-level leader)
- Loss of incentives or privileges, such as “Fun Friday”;
- Calling plans requiring the student to call teachers to notify them of homework completion;
- Daily conduct log in which a student is required to get teacher acknowledgement of appropriate behavior after each class
- In-school suspension plans, providing an opportunity for the teachers or a member of the School Leadership Team’s to meet with an individual student to discuss misconduct and to determine appropriate consequences
- Written apology for misconduct
- A behavior reflection sheet which documents, in real time, student decisions in relation to the values of the school so that problematic choices can quickly be identified and addressed
- Disciplinary probation with notice to parents and explanation of required improvement
- Study teams, resource panel teams, or other assessment-related teams
- Peer presentations of personal improvement plan
- Referral to school counselor, psychologist, child-welfare attendance personnel, or other school support service staff. Based upon the specific facts and/or issues involved in a situation with a student, intervention from a child welfare attendance specialist may need to be involved. The school shall use this resource to serve the best interest of students when necessary

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

A member of the Charter School’s Leadership Team (School Leader, Assistant School Leader, or Dean) or designee (other Charter School Administrative staff member) will manage all discipline referrals; and based on the severity of the action, will handle each referral on a case-by-case basis in the best interest of students. The facts of every discipline case are always different. The policy shall be implemented uniformly, and Charter School leadership will take the individual facts of each case into consideration while determining the best course of action for students. A member of the Charter School’s Leadership Team or designee will document on the disciplinary referral how the action was handled. The discipline referral will be sent home to be signed by the student’s parent or guardian and must be returned the following day. A copy of the referral will be given to the classroom teacher and one will be kept on file

with a member of the Charter School's Leadership Team or designee. Additionally, all referrals will be logged into Illuminate, our student information system for data monitoring.

Suspension and Expulsion Policy

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

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

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

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

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring anytime but not limited to: a) while on school grounds; b) while going to

or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or returning from a school-sponsored activity.

All offenses for which students must be suspended

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

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

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

All offenses for which students may be suspended

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

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

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

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

The School Leader may suspend and recommend expulsion when the following occur at any time, including but not limited to, while on school grounds, while going to or coming from school, during the

lunch period, whether on or off the campus; or while going to or coming from, a school sponsored activity. EC 48915(b) and (e):

1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of “caused,” the injury is serious). EC 48900(a)(1); 48915(b)
2. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. EC 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. EC 48900(g); 48915(e)
6. Possessed or used tobacco. EC 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. EC 48900(j); 48915(e)
9. Knowingly received stolen school or private property. EC 48900(l); 48915(e)
10. Possessed an imitation firearm. EC 48900(m); 48915(e)
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. EC 48900.4; 48915(e) (Grades four through twelve inclusive)
12. Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades four through twelve inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3; 48915(e) (Grades four through twelve inclusive)
14. Made terroristic threats against school officials or school property, or both. EC 48900.7; 48915(e)
15. Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e)
17. Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. EC 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. EC 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward 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, the School Leader recommend a student for expulsion from the Charter School, written notice to the student and parents/guardians in the native language of the student or the student's parent/guardian shall be promptly provided at least 10 calendar days before the date of the expulsion hearing. The notification shall include:

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

Hearing

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

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

The student's advocate can be any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing. The student and the advocate may present evidence and arguments, question witnesses, call witnesses, and present materials to the board

for consideration. A record of the hearing will be made and, if necessary, a translator will be present at the hearing. The student's parent/guardian will be given access to this record.

Record of Hearing

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

Procedures for Expulsion Hearing Involving Sexual Assault and Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours that the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be forewarned that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The

Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising discretion to remove a person from the hearing whom is believed to be prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session, when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in

Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Post Hearing Procedures

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

Notification to Parent(s)/Guardians(s)

Upon the KIPP SoCal Public Schools Board's Student Discipline Committee's issuance of a decision, the Chief Executive Officer or designee, will make contact with the parent(s)/guardian(s) via telephone and certified mail via USPS advising them of the Committee's decision. Any decision to expel shall include the term of the expulsion as well as details of a rehabilitation plan and will be provided in a formal notice to parent(s)/guardian(s) in the native language of the student or the student's parent/guardian. The notice shall advise the parent(s)/guardian(s) of their right to appeal and access to records of the proceedings.

Right to Appeal

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

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

expulsion should be sustained. The decision of the Board is final. The timeline for review is 7 calendar days.

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

Notification to the District

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

Post-Expulsion Support

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or the Charter School shall be in the sole discretion of the Board of Directors following a meeting with the Chief Executive Officer or Designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Chief Executive Officer or Designee shall make a recommendation to the Board of Directors following the meeting

regarding the determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Notice to Teachers

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

Element 11 - Employee Retirement Systems

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

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

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

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

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

Certificated and Classified Staff Members

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

Element 12 - Public School Attendance Alternatives

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

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

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

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

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

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

Element 13 - Rights of District Employees

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

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

Element 14 - Mandatory Dispute Resolution

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

General Provisions

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

Proposition 39 Disputes

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

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

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

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

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

2. A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed

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

Non-Proposition 39 Disputes

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by

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

Element 15 - Closure Procedures

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

Revocation of the Charter

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

Closure Action

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

Closure Procedures

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek

equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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

The Charter School will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., 401K, and federal Social Security), and the California Department of Education of the closure and its effective date. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

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

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The

final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

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

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

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

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year. Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and

maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from

claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

KIPP Ignite Academy (also referred to herein as “KIPP Ignite” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance

with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control

and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3)

periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of

paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action .⁹

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

⁹ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and

locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or

attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

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

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and

provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which

the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines,

in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate

funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

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

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

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and

use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and

deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts

or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)