



**KIPP SoCal LEA 16 Charter Petition
for a Five Year Term (2021-2026)**

**Submitted to the Montebello Unified School District
February 5, 2020**

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Marcia Aaron, hereby certify that the information submitted in this petition for a California public charter school to be named KIPP SoCal LEA 16 (the “Charter School”), to be operated by KIPP SoCal Public Schools (“KIPP SoCal”), and to be located within the boundaries of the Montebello Unified School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- KIPP SoCal Public Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case the Charter School will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, immigration 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 association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall comply with federal, state, and district mandates regarding English Learner (“EL”) education and re-designation of EL students and meet all requirements of federal and state law regarding equal access to the curriculum for English Learners.
- The Charter School will comply with all elements of the Local Control and Accountability Plan, including the adoption of any templates required by the State Board of Education.
- The Charter School will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the state priority areas identified in Education Code 52060(d)(2)-(8).
- The Charter School shall comply with the Unruh Civil Rights Act (Civil Code Section 51) as applicable to charter schools.
- The Charter School will comply with current District Board Policy and Administrative Regulations.

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ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Education Code Section 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, 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).)

GENERAL INFORMATION	
● The contact person for the Charter School is:	Angella Martinez, Chief Academic Officer
● The contact address for the Charter School is:	3601 E First Street Los Angeles, CA 90062
● The contact phone number for the Charter School is:	(213) 489-4461
● The proposed address or Zip Code of the target community to be served by Charter School is:	Whittier Blvd & S Hendricks Ave. East Los Angeles, CA 90022
● The grade configuration and enrollment capacity of Charter School is:	TK/K-8, 1055 students
● The number of students and grade levels in the first year will be:	118 students, grades TK/K
● Charter School’s scheduled first day of instruction in 2020-21 is:	Aug. 11, 2021
● The term of this Charter shall be from:	July 1, 2021 – June 30, 2026

COMMUNITY NEED FOR A CHARTER SCHOOL

BACKGROUND ON KIPP SoCAL

KIPP SoCal LEA 16¹ (also referred to as “Charter School”) will be a part of KIPP SoCal Public Schools (“KIPP SoCal”). KIPP SoCal is an independent California nonprofit public benefit corporation that was formed in 2007 to support and grow KIPP schools initially in Los Angeles and now across Southern California. KIPP SoCal is a non-profit public benefit corporation with 501(c)(3) tax-exempt status from the Internal Revenue Service. KIPP SoCal has a local governing board that oversees and governs all aspects of KIPP SoCal’s operations.

Our award winning schools are part of the national KIPP (Knowledge Is Power Program) network, dedicated to meeting the needs of all learners and providing the social, emotional and academic support for success in high school, college, and life. KIPP SoCal currently operates 17 public charter schools in Southern California: 15 in the Los Angeles Unified School District (“LAUSD”), one in Compton Unified School District (“CUSD”) and one in San Diego Unified School District (“SDUSD”), with a total of approximately 8,200 students enrolled in transitional kindergarten (TK) through eighth grade. Additionally, KIPP SoCal supports nearly 4,300 alumni starting in ninth grade through college graduation.

Highlights of our operations include the following:

- 90% of our students qualify for federal free- and reduced-price lunch (“FRPL”), 82% are Latinx, 16% are African American, 22% are classified as English learners (“EL”), 12% receive special education services (“SpEd”), 3% are homeless youth and foster youth.²
- 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 (“ELA”) learning and 115 days of additional math learning.³ Based on this study, KIPP SoCal had the highest total impact of any Charter Management Organization (“CMO”) in Los Angeles.⁴
- Our schools significantly outperform district and California averages on state standardized testing. Across the network, on the 2019 California Assessment of Student Performance and Progress (“CAASPP”) 54% of our 3rd-8th graders Met or Exceeded state standards in ELA and 51% Met/Exceeded standards in Math, compared to 51% average Met/Exceeded in ELA and 40% Met/Exceeded in Math for the same grades across the entire State.⁵
- Three of our schools -- KIPP Raíces Academy (2015), KIPP Los Angeles College Preparatory (2016) and KIPP Comienza Community Prep (2016) -- have been honored with the **National Blue**

¹ The name KIPP SoCal LEA 16 is a placeholder; once we secure charter authorization and a facility, we will formally change the name with MUSD, the California Department of Education (“CDE”) and other applicable authorities.

² CALPADS.

³ Stanford Center for Research on Education Outcomes (CREDO) -- “Charter Management Organizations” (2017).

⁴ Ibid.

⁵ <https://caaspp-elpac.cde.ca.gov/caaspp/>

Ribbon Schools Award for academic excellence, all in the exemplary high category.⁶ According to the California Department of Education (“CDE”), this significant national recognition is “based on [the schools’] overall academic excellence or their progress in closing achievement gaps among student subgroups. . . . The National Blue Ribbon Schools Award is both a high aspiration and a potent resource of practitioner knowledge.”⁷ The United States Department of Education notes, “The National Blue Ribbon Schools flag gracing a school’s building is a widely recognized symbol of exemplary teaching and learning. National Blue Ribbon Schools are an inspiration and a model for schools still striving for excellence.”⁸ A further indicator of this award’s significance is indicated by the fact that fewer than 30 public schools in California received the award in each of the three years KIPP SoCal schools achieved this distinction; California currently has more than 9,600 public schools serving students in grades K-12.⁹

- Four of KIPP SoCal’s schools are **California Distinguished Schools**, awarded to just 5% of schools statewide: KIPP LA Prep (2011 and 2018), KIPP Academy of Opportunity (2013), KIPP Raíces Academy (2013), and KIPP Comienza Community Prep (2018).
- 78% of KIPP SoCal’s teachers are people of color, compared to 20% nationwide; 78% of our School Leaders are people of color, compared to 22% nationwide.¹⁰
- To date, 94% of KIPP SoCal alumni (students that completed eighth grade at a KIPP SoCal middle school) have graduated high school, 86% have matriculated into a college or university, and approximately 70% continue to persist in college or have already graduated.¹¹ KIPP SoCal alumni matriculate to college at a rate 36% higher than the U.S. average and graduate from college at a rate more than three times the rate of their low-income peers, and they are attending prestigious colleges across the country including Duke, Georgetown, Penn, MIT, Stanford, Spelman, Berkeley, USC, and UCLA, among many others.¹²

In the 2018-19 school year, KIPP SoCal schools outperformed averages for the State and LAUSD (authorizer of most of our schools and the largest district in CA) for the same grades. As shown below, 54% of KIPP SoCal students met or exceeded CAASPP ELA standards, and 51% of our students met or exceeded CAASPP math standards. Put another way, KIPP SoCal students outpaced their peers across the state by three percentage points in ELA and 11 percentage points in math. Meanwhile, our students outpaced their peers across LAUSD by 10 percentage points in ELA and 18 percentage points in math.

⁶ <https://www.cde.ca.gov/ta/sr/br/awardees.asp> (2015, 2016 and 2017).

⁷ <https://www.cde.ca.gov/ta/sr/br/index.asp>

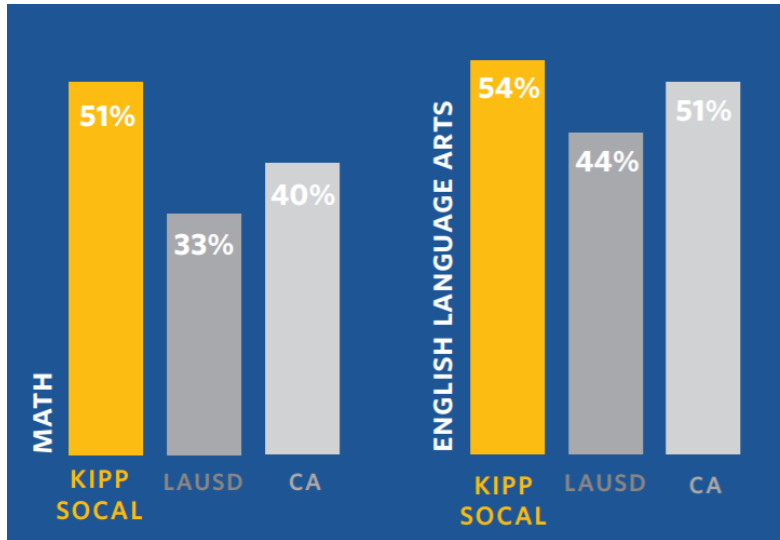
⁸ <https://www2.ed.gov/programs/nclbbrs/awards.html>

⁹ <https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp>

¹⁰ NAASP.

¹¹ Internal data.

¹² Internal data.



Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

FOUNDING TEAM

KIPP SoCal is led by accomplished Senior Leadership Team and overseen by an experienced and well-qualified Board of Directors.

Marcia Aaron, Founder & CEO

Marcia Aaron was the founding Board Chair of KIPP SoCal and the Board Chair of KIPP Academy of Opportunity, prior to becoming the founding Executive Director of KIPP SoCal. She was named Chief Executive Officer in 2016. Previously, she worked as a Senior Analyst at Pacific Growth Equities, and as a Managing Director at Deutsche Bank and Montgomery Securities. She is currently a member of the University of Oregon Board of Trustees, the board chair of the LA Coalition for Excellent Public Schools and a board member of Ednovate, Inc., a Los Angeles Charter Management Organization. She also serves as the Charter Management Organizational representative on the California Charter Schools Association Member Council and the Chair of The Los Angeles Advisory Council. Ms. Aaron is a Pahara Aspen Institute Fellow. Ms. Aaron previously served as a member of the University of Oregon Alumni Center Campaign Committee and on the board of All Stars Helping Kids as well as a member of the Board of Trustees of the University of Oregon Foundation, the University of Oregon Journalism Advancement Council and the University of Oregon College of Education Advancement Council. She holds a Bachelor of Arts in Journalism from the University of Oregon.

Angella Martinez, Chief Academic Officer

Angella Martinez is the Chief Academic Officer for KIPP SoCal. Prior to joining the Senior Leadership Team, Ms. Martinez served as the Principal at KIPP Los Angeles College Preparatory School in Boyle Heights. In her first year as Principal, the school increased 101 Academic Performance Index points, making it the seventh highest performing middle school in the Los Angeles Unified School District. Prior to becoming principal and upon completing her undergraduate studies at UCLA, Ms. Martinez joined Teach for America corps where she taught at Ralph J. Bunche Elementary for six years. While teaching,

she helped the school become the first California Distinguished School in the Compton Unified School District. To broaden her impact in transforming public education, she left the classroom to work for the KIPP Foundation as the Recruitment Manager where she sought new KIPP school leader candidates for the highly competitive Fisher and Miles Family Fellowships. While recruiting, Ms. Martinez found her passion in educational leadership and became a KIPP school leader successor in 2008. In 2012, Angella transitioned into the role of KIPP SoCal CAO.

Manny Aceves, Ed.D., Chief External Impact Officer

Manny A. Aceves joined KIPP SoCal as the Chief External Impact Officer in February 2018. As a member of the Senior Leadership Team, Dr. Aceves oversees Advocacy and Community Engagement, Development, and Marketing & Communication efforts. Prior to joining KIPP SoCal, Dr. Aceves was the Associate Dean for Strategic Partnerships and Educational Effectiveness in the School of Education at Loyola Marymount University. He remains connected to LMU as a member of the LMU School of Education Board of Visitors and as a part-time professor. As a champion for social justice, he expands his educational influence by educating teachers and future leaders through graduate-level courses in education policy and research. Dr. Aceves began his career in education as a classroom teacher at New West Charter Middle School in Los Angeles. He then served on the Board of Directors for WISH Charter and Playa Vista Elementary School Advisory Board, after serving as the Founding Chair of the School Site Council at Playa Vista Elementary School. In addition, he served on the Green Dot Public Schools Administrator-in-Residence (AIR) Program Advisory Board and was the Treasurer for the Association of Jesuit Schools and Universities Deans of Education Conference. Dr. Aceves was also a founding and former Board Member for the Teach for America Los Angeles Associates Board. Dr. Aceves is a triple alumnus of LMU, receiving his Doctor of Education in Educational Leadership for Social Justice, Master of Arts in School Administration, and Bachelor of Arts in Political Science. He also holds California credentials in both teaching and administration.

Kyle Salyer, Chief Financial Officer

Kyle Salyer currently serves as Chief Financial Officer with KIPP SoCal. He was a member of the 2013 Broad Residency cohort. Prior to joining KIPP SoCal, Mr. Salyer was Executive Vice President with MicroCredit Enterprises (MCE), a social venture that leverages private guarantees to provide debt financing to microfinance institutions worldwide. He played an instrumental role in helping to launch and lead the development of MCE's loan portfolio with microfinance institutions. Mr. Salyer has also served as Investment Manager with First Light Ventures, where he managed their initial seed-stage investments in India and the US, as well as the creation of Village Capital. Mr. Salyer gained his initial experience in the microfinance sector when he worked as Regional Manager with AMEXTRA in Mexico, developing and managing the Chiapas branch of their microfinance initiative. He also currently serves as a Board Member with Lifewater International and Jacaranda Health. Mr. Salyer holds a MBA from the University of California, Davis and a BA from UCLA in International Economics and International Development Studies.

César Bocanegra, Chief Operating Officer

César Bocanegra is the Chief Operating Officer of KIPP SoCal. Previously, he was the Chief Operating Officer at IKASI and DonorsChoose.org. César also spent time as an adjunct and assistant adjunct professor at New York University, both in the College of Public Health and the Robert F. Wagner Graduate School of Public Service. He received his Bachelor of Science in Mechanical Engineering and Product Design at Caltech, his Master of Science in Mechanical Engineering and Lean Thinking at MIT, and his MBA from the Wharton School in Strategic Management.

Belen Sanchez, Managing Director of KIPP Through College

Belen Sanchez is the Managing Director of KIPP Through College. Prior to joining KIPP SoCal, Ms. Sanchez spent seven years at the Hispanic Scholarship Fund (HSF). She began as the Alumni Relations Officer and progressed to serve as Director of Scholar & Alumni Attainment. In her time at HSF, Belen designed, planned and implemented four new initiatives, which doubled the number of programs HSF offered. These initiatives included first-year transition program, community college initiative, student leadership conference and online mentor program. Ms. Sanchez earned her Bachelor's degree from UCSD and Masters of Education from USC.

KIPP SoCal's Board of Directors includes individuals who are highly accomplished in their respective fields and dedicated participants in community life, including the following (resumes for the Directors and our lead staff are included in Appendix C):

Julie Miller, CPA, Board Chair

Partner, Holthouse, Carlin VanTrigt LLP

Luis Rodriguez, Esq., Board Vice Chair

Division Chief, Office of the Los Angeles County Public Defender
President, California Bar Association

Heather Lord, Board Secretary

Senior Vice President, Head of Strategy and Innovation, Capital Group/American Funds

Margie Armona, CPA

Jon Berg

Film Producer

Carlos Bermudez, Esq.

Partner, Akin Gump Strauss Hauer & Feld

Randy Bishop

Managing Partner, BearTree Partners
President, ContractSafe.com.

Mel Carlisle, CPA
Managing Director, Oaktree Capital Management
CFO, Oaktree Specialty Lending Corporation

Phil Federer, Esq.
Partner, Paul Hastings

Lynn Jacobson
Retired Film/TV Executive

E.J. Kavounas
Managing Partner and Founder, Miramac Capital

Mike Montoya
Founder and Managing Partner, Stronger Consulting Inc.

Norma Parraz
Founder and CEO, EduconX, LLC

Frank Reddick, Esq.
Partner, Akin Gump Strauss Hauer & Feld

Through the organization’s years of experience in growing KIPP SoCal from one school in 2007 to 17schools today, the leaders of KIPP SoCal are well positioned to address the myriad challenges of opening a new public charter school and ensure that KIPP SoCal LEA 16 is a success.

PROPOSED CHARTER SCHOOL LOCATION

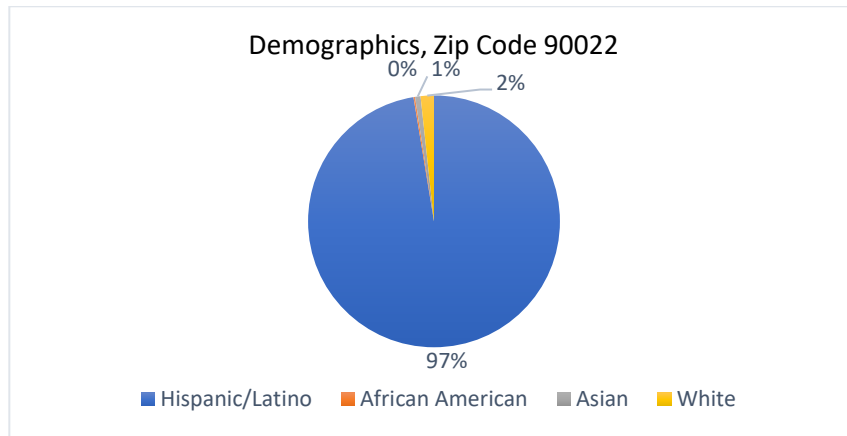
The Charter School will be located in the Montebello Unified School District (“MUSD” or “District”), at a location that we anticipate will be near the intersection of Whittier Boulevard and South Hendricks Avenue in East Los Angeles, zip code 90022.¹³ KIPP SoCal selected this proposed community based on our analysis of need. KIPP SoCal determines need by the following factors:

- Presence and density of similar college preparatory schools

¹³ KIPP SoCal’s highly experienced Real Estate team will work to secure an appropriate facility upon charter authorization (which is required *prior* to our ability to enter into a lease or purchase agreement), and ensure the facility meets all applicable requirements for the Charter School’s occupancy prior to the commencement of school operations in August 2021. (See also “Facilities” following Element 15, which includes specific details about our anticipated facilities needs.) KIPP SoCal will support the launch of the Charter School with a variety of services and funding, including, as needed, upgrades/renovations to a facility, via unrestricted philanthropy currently on-hand. (see Appendix D for the budget and financial information, including documentation of KIPP SoCal philanthropy to support the school launch).

- Academic performance of nearby schools
- Educational attainment
- Income levels
- Poverty rates

According to U.S. Census data, in zip code 90022, the population is 97% Hispanic, 0.2% Black, 0.7% Asian and 1.7% White. An overwhelming majority of the population (87.5%) speak a language other than English at home, with 39.4% of the population speaking English “less than well”; half (48.6%) of the residents are foreign-born.¹⁴



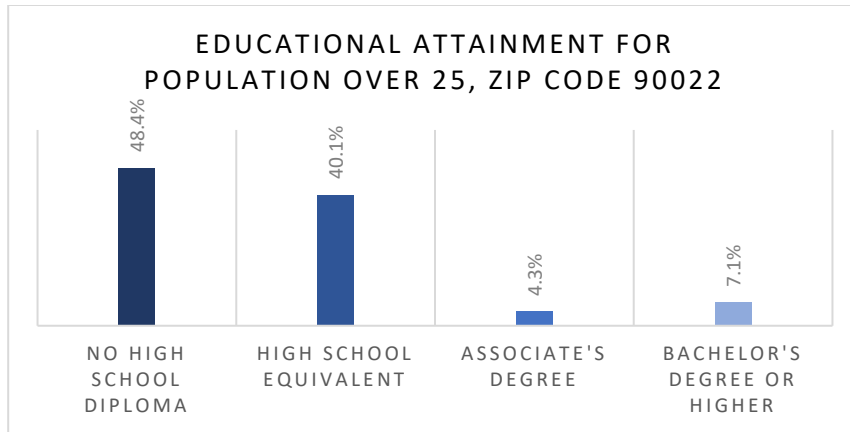
(Source: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

According to the 2013-2017 American Survey, 48.4% of adult residents over age 25 in this community have not earned a high school diploma, and only 7.1% of adult residents hold a Bachelor’s degree or higher level degree.¹⁵

¹⁴ <https://factfinder.census.gov> (2017 American Community Survey)

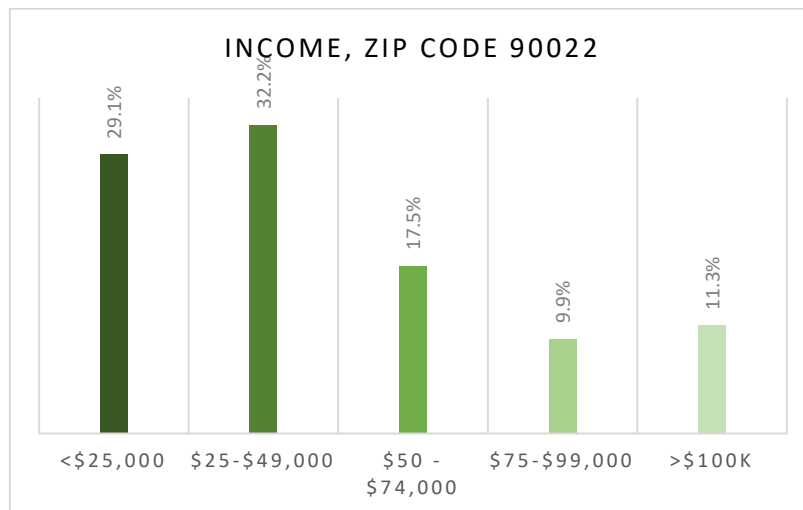
<http://maps.latimes.com/neighborhoods/neighborhood/east-los-angeles/?lat=34.0238187&q=Los+Angeles%2C+CA+90022%2C+USA&lng=-118.153228>

¹⁵ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>



(Source: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

In zip code 90022, the median household income is \$41,276 with 27.9% of families with children under 18 were living below the federal poverty line in the past 12 months;¹⁶ **in 2019, the federal poverty line for a family of four was just \$25,750.**¹⁷ Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two full-time working adults needs each adult to earn \$19.51/hour to be self-sustaining (not needing public assistance).¹⁸ The federal poverty line rate equates to just \$5.00/hour. In other words, significantly more than 28% of families in 90022 are living in poverty based on the economic realities of the area.



(Source: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

¹⁶ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

¹⁷ <https://aspe.hhs.gov/poverty-guidelines>

¹⁸ <http://livingwage.mit.edu/counties/06037>; the calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.

Statistical data derived from the 2018 FBI’s uniform crime reports estimate that the overall crime rate in East Los Angeles is 73% higher than the national average, and **47 percentage points higher** than Los Angeles’ crime rate. For every 100,000 people, 12.24 daily crimes occur in East Los Angeles, significantly higher than in Los Angeles (8.93) and California (7.75).¹⁹

EXISTING PUBLIC SCHOOLS IN MONTEBELLO

Within two miles of our target location, we have identified six public elementary schools in MUSD serving a total of 3,785 students in grades K-5, and two intermediate schools serving 1,714 students in grades 6-8. MUSD currently has no charter schools.

Existing Public Schools in the Community Demographic Data 2018-19

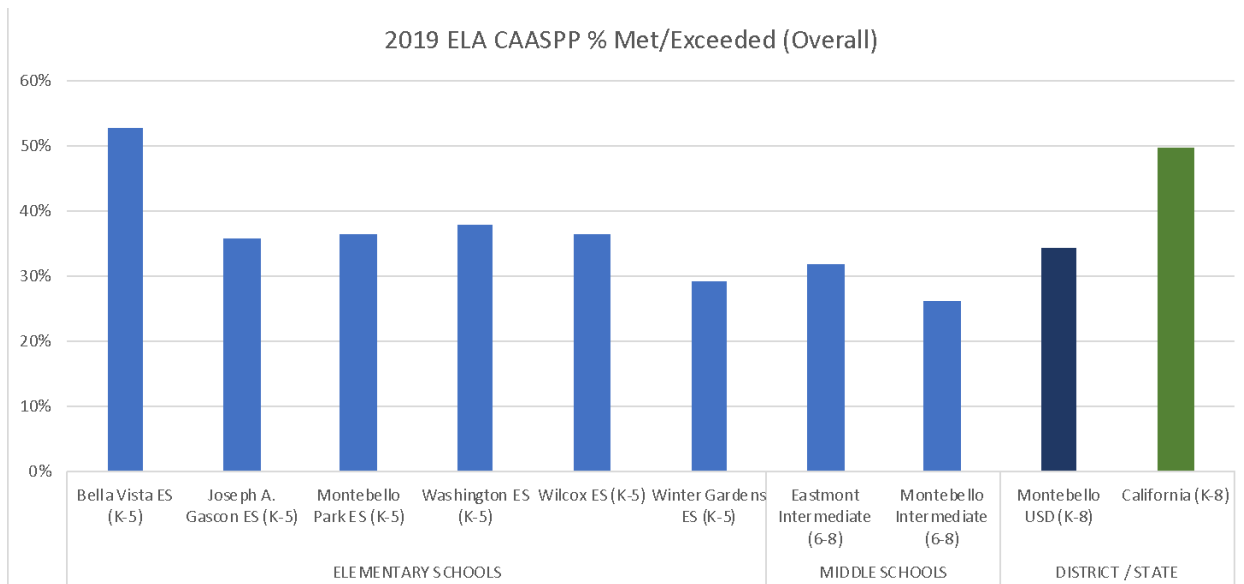
CRITERION	ELEMENTARY SCHOOLS						MIDDLE SCHOOLS	
	Bella Vista ES	Joseph A. Gascon ES	Montebello Park ES	Washington ES	Wilcox ES	Winter Gardens ES	Eastmont Intermediate	Montebello Intermediate
Grades Served								
Grades Served	K-5	K-5	K-5	K-5	K-5	K-5	6-8	6-8
Enrollment (# of Students)								
2018-19 Total Enrollment	531	722	490	886	580	576	747	967
2018-19 % of students who are								
Socioeconomically Disadvantaged	82%	85%	82%	89%	89%	87%	94%	86%
English Learners	29%	57%	49%	32%	34%	68%	33%	31%
Special Education	16%	13%	10%	12%	16%	12%	15%	18%
Foster/Homeless Youth	3%	2%	3%	3%	2%	2%	7%	4%
Hispanic/Latino	96%	98%	99%	96%	92%	100%	99%	99%
Asian	10%	0%	0%	1%	5%	0%	1%	0%
White	1%	0%	1%	2%	2%	0%	0%	0%

Source: <https://data1.cde.ca.gov/dataquest/>

On average, students at these schools are 87% SED, 41% EL, 97% Latinx, 2% Asian, 1% White, 14% SpEd, 3% foster/homeless youth. This population is very similar to the population current served at KIPP SoCal schools.

With the exception of Bella Vista Elementary School, where 53% of students tested (grades 3-5) Met or Exceeded state standards in ELA on the CAASPP – a higher rate than the State average for grades 3-8 of 50% -- at the other seven schools in this community, students are struggling to meet state standards in ELA. Overall, MUSD students in grades 3-8 score 16 percentage points lower in ELA than the State average; at Montebello Intermediate, only one in four students Met/Exceeded standards in ELA.

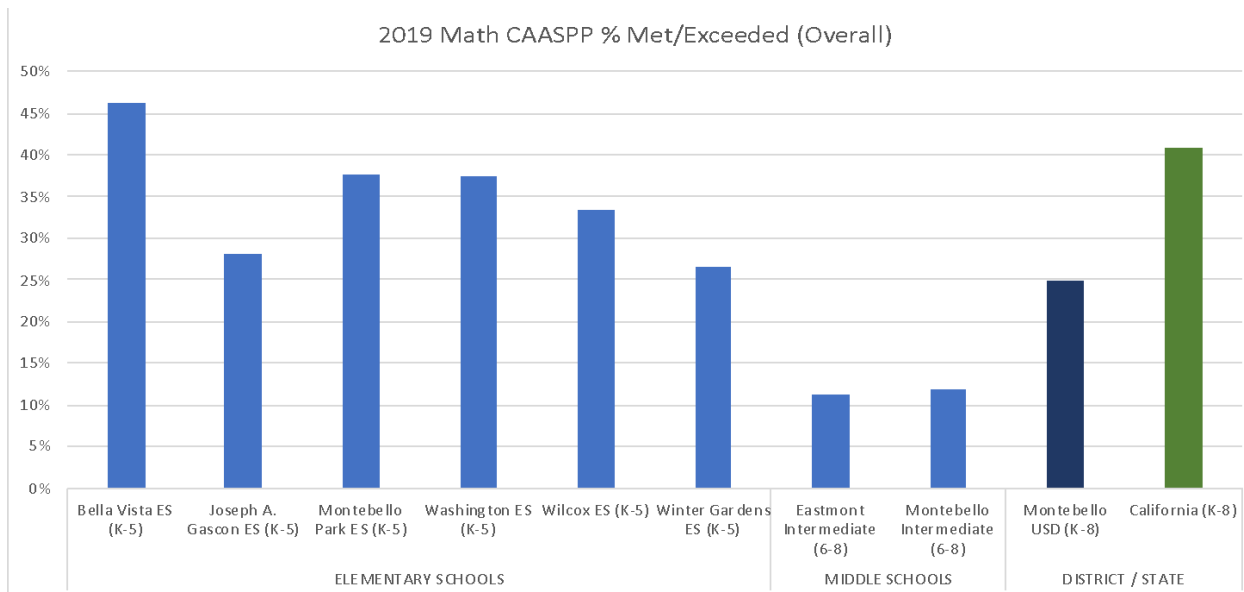
¹⁹ <https://www.areavibes.com/east+los+angeles-ca/crime/>; <https://www.areavibes.com/los+angeles-ca/crime/>



2019 ELA CAASPP % Met/Exceeded										
CRITERION	ELEMENTARY SCHOOLS						MIDDLE SCHOOLS		DISTRICT / STATE	
	Bella Vista ES (K-5)	Joseph A. Gascon ES (K-5)	Montebello Park ES (K-5)	Washington ES (K-5)	Wilcox ES (K-5)	Winter Gardens ES (K-5)	Eastmont Intermediate (6-8)	Montebello Intermediate (6-8)	Montebello USD (K-8)	California (K-8)
Overall	53%	36%	36%	38%	36%	29%	32%	26%	34%	50%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

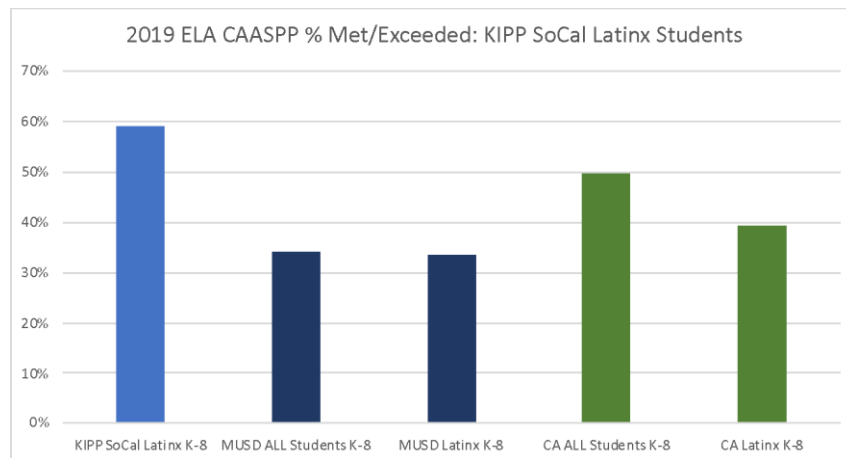
In math, while Bella Vista Elementary again outperforms the State average with 46% of students Met/Exceeded (compared to 41% of 3-8th graders across the State), the other schools have varying degrees of success in student math outcomes. The two intermediate schools in particular are struggling, with just 11-12% of students proficient in Math. Across MUSD, students in grades 3-8 are 16 percentage points lower than the State average in Math.



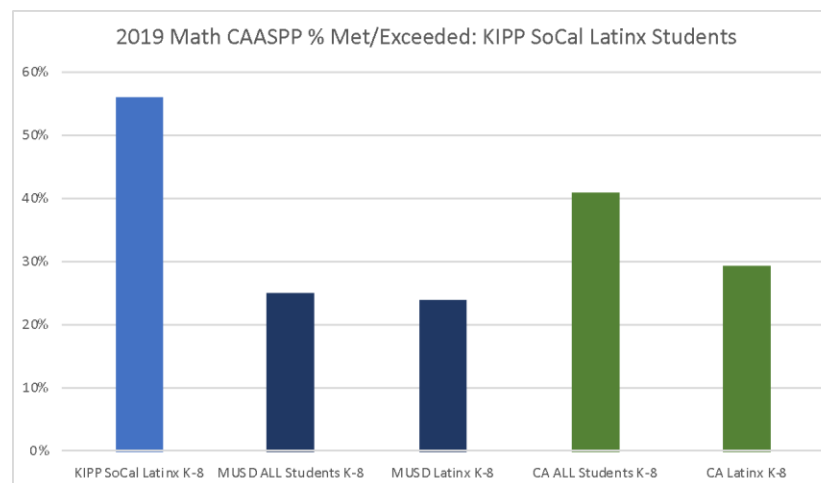
2019 Math CAASPP % Met/Exceeded										
CRITERION	ELEMENTARY SCHOOLS					MIDDLE SCHOOLS			DISTRICT / STATE	
	Bella Vista ES (K-5)	Joseph A. Gascon ES (K-5)	Montebello Park ES (K-5)	Washington ES (K-5)	Wilcox ES (K-5)	Winter Gardens ES (K-5)	Eastmont Intermediate (6-8)	Montebello Intermediate (6-8)	Montebello USD (K-8)	California (K-8)
Overall	46%	28%	38%	38%	33%	27%	11%	12%	25%	41%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

As detailed above, network-wide, KIPP SoCal’s 3rd-8th graders in 2019 were 54% Met/Exceeded in ELA and 51% in Math. Notably, in looking at subgroup performance on the CAASPP in 2019, our Latinx students had *higher* levels of proficiency than our overall network-wide rates, and *higher* than overall State rates, with 59% Met/Exceeded in ELA and 56% in Math compared to 50% in ELA and 41% in Math for all students across CA in grades 3-8, and 39% ELA and 33% Math for Latinx students across the State.²⁰



CRITERION	KIPP SoCal Latinx K-8	MUSD ALL Students K-8	MUSD Latinx K-8	CA ALL Students K-8	CA Latinx K-8
2019 ELA CAASPP % Met/Exceeded	59%	34%	33%	50%	39%



²⁰ <https://caaspp-elpac.cde.ca.gov/caaspp/>

CRITERION	KIPP SoCal Latinx K-8	MUSD ALL Students K-8	MUSD Latinx K-8	CA ALL Students K-8	CA Latinx K-8
2019 Math CAASPP % Met/Exceeded	56%	25%	24%	41%	29%

<https://caaspp-elpac.cde.ca.gov/caaspp/>

EL students were 10% Met/Exceeded in ELA and 18% in Math, which is indicative of our high EL reclassification rates (30.5% network average in 2018-19): when EL students are proficient enough to perform well on the CAASPP, they typically are reclassified.²¹ In comparison, MUSD EL students were 22% Met/Exceeded in ELA and 21% in Math, with only a 3% 2018-19 EL Reclassification Rate.²² KIPP SoCal’s SpEd students in 2019 were 14% Met/Exceeded in ELA and 16% in Math.

In 2018-19, network-wide, KIPP SoCal schools had an average suspension rate of 0.5% (compared to 3.0% in MUSD and 4.0% in CA) and an expulsion rate of 0.0%.²³ Five of our schools had a 0.0% suspension rate. Over the past five years, Average Daily Attendance across the network has been higher than 95%, and averaged 96.0% in 2018-19;²⁴ this not only support our budget bottom-line, but is an indicator that our students want to be in school each day.

KIPP SoCAL LEA 16 Will Meet the Specific Education Interests, Backgrounds and Challenges of Students in Montebello

Beyond the demographic characteristics of the target community in Montebello that are detailed above, and the demographics and performance of the existing traditional public schools in the target neighborhood, the specific educational interests, backgrounds or challenges of students in the community are well-known to the KIPP SoCal Founding Team. Based on our years of experience working with very similar populations, and our success in achieving strong outcomes for these students, we are confident that KIPP SoCal LEA 16 in will offer families who reside in MUSD an option for their students to attend a high-performing public school that is carefully designed to meet their needs, developed from the strong foundation that KIPP SoCal has established. KIPP SoCal is founded on the vision of improving educational and life outcomes for students in communities where poverty and crime rates are high, and educational attainment and outcomes in local public schools are low. We know our students – including those we will serve in Montebello – experience high rates of childhood trauma borne out of their experiences with poverty, including strains on the family such as housing and food instability. According to the *2019 County Health Rankings for California*, Los Angeles County ranks *last* out of 58 counties for Physical Environment, which includes Housing, transit, air and water quality factors; 34% of LA County residents experience “severe housing problems,” which means they experience at least one of four

²¹ The section on English Learners later in this petition details our EL programs and supports fully, including EL reclassification criteria.

²² The overwhelming majority of ELs in MUSD are Spanish speakers (97.26%), with a small percentage of Cantonese speakers (0.72%), Armenian (0.40%) and a number of other languages that each represent less than 30 students enrolled in the District. The Charter School will work to accommodate all families’ language needs at the school.

²³ <https://dq.cde.ca.gov/dataquest/>

²⁴ CalPADs.

housing problems: overcrowding, high housing costs, or lack of kitchen or plumbing facilities, and 11% of residents Countywide experience food insecurity.²⁵ LA County ranks 53rd out of 58 California counties for Clinical Care, which includes access to, and quality of physical and mental health care, and 13% of adults are uninsured.²⁶ Lack of appropriate access to health care and other supports, drug and alcohol abuse, teen pregnancy and other factors contribute further to childhood trauma. High crime rates in the community (cited above) translate to additional childhood trauma, as children witness and experience violence and property crimes in their neighborhood and even their own homes.

The impact of traumatic events on a child's ability to learn and develop is a common challenge and impediment to accessing opportunity for students. National data indicates that one in four children experience a traumatic event in their lifetime that can affect learning and development;²⁷ a recent study on the mental health of students in LAUSD, where 14 of KIPP SoCal's schools are located, revealed that *98% of students* reported experiencing at least one traumatic event over the past 12 months and around 50% suffered moderate-to-severe PTSD from family and neighborhood traumas like the death of a loved one, poverty, a parent suffering addiction or incarceration, or gang violence.²⁸ In a 2013-2014 screening of 572 Los Angeles students, 88% reported experiencing three or more traumatic events.²⁹ Research supports that even *one* traumatic event influences the brain enough to alter development, such as increasing symptoms of depression, irritability, aggressive behaviors, and anxiety while decreasing attention/focus, short- and long-term memory, communication and language skills.³⁰

Lack of affordable, quality child care means most of these children arrive in public elementary schools without the having had the benefits of quality early learning programs and are thus already behind their peers across the State. The youngest students we enroll in TK, Kindergarten and 1st grade often have not experienced preschool or any quality day care prior to enrolling in elementary school. And as just one example, the older students we newly enroll in middle grades are typically two to three grade levels behind in reading at the time they enroll in one of our schools.

We note that MUSD struggles with high rates of Long Term English Learners (LTELs), defined as “an English learner who is enrolled in any of grades 6 to 12, inclusive, [that] has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the [ELPAC],” and scores Not Met/Nearly Met on the CAASPP.³¹ In 2018-19, MUSD had significantly higher LTEL rates (22.2%) than across Los Angeles County (12.1%) or California (14.7%). At Eastmont Intermediate, in 2018-19, *30.7% of all enrolled*

²⁵ www.countyhealthrankings.org

²⁶ Ibid.

²⁷ The National Child Traumatic Stress Network, “Facts & Figures”. Retrieved from <http://www.nctsn.org/resources/topics/facts-and-figures> on 6/26/17

²⁸ The Need for School Mental Health Services in LAUSD. Retrieved from <http://achieve.lausd.net/Page/2170> on 6/26/17

²⁹ An Integral Part of The Education team. Retrieved from <https://achieve.lausd.net> on 4/4/19

³⁰ How Does Trauma Affect Children? Retrieved from <http://traumaawareschools.org/impact> on 4/4/19

³¹ CA Education Code Section 313.1(a).

students (229 students out of 747) were classified as LTELs, and at Montebello Intermediate, 26.5% of total enrollment (256 out of 967 students), were classified as LTELs.³² MUSD had a district-wide EL reclassification rate of just 2% in 2018-19, compared to 17.7% across Los Angeles County and 13.8% statewide.³³ Conversely, KIPP SoCal had a 2018-19 EL reclassification rate of 30.5% and has averaged 23.5% over the past three years (MUSD's three year average EL reclassification rate is 7%). KIPP SoCal also has extensive experience in helping the "hardest to serve" EL students gain English fluency and achieve reclassification. In 2019-2020, approximately 86% of our LTEL students in grades 6-8 came from a non-KIPP elementary school. Comprehensive details about our EL program, including the ways in which we help LTELs achieve proficiency, are included below in the section dedicated to English Learners.

KIPP SoCal's schools are designed quite intentionally to serve these students. At KIPP (Knowledge is Power Program), teachers, students, and families are all united around the same goal - college and a choice-filled life. Our success is driven by the five pillars of our model:

High Expectations: Clearly defined and measurable high expectations for academic achievement and conduct 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.

Focus on Character: Success in life depends on both academics and learning. We help students foster character strengths that are essential for their own success, empowering students to express their voice with confidence and to improve the world around them.

Highly Effective Teachers & Leaders: We believe in the power of great teachers and school leaders. We learn from each other and with each other. We empower our school teams and invest in leadership development and training.

Safe, Structured & Nurturing Environments: We provide a safe, structured, joyful and nurturing learning environment. We build meaningful relationships built on love, empathy, compassion and respect, fostering a love of learning, a willingness to take risks and reap rewards.

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

³²

<https://data1.cde.ca.gov/dataquest/longtermel/EverElTypeLevels.aspx?cds=1964808&aggllevel=District&year=2018-19>

³³ <https://data1.cde.ca.gov/dataquest/Cbeds3.asp?Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSelect=1964808-Montebello+Unified&cChoice=DstProf2&cYear=2018-19>

KIPP SoCal LEA 16 Will Meet the Intent of the CA Charter Schools Act of 1992 and MUSD Priorities

Building on the success KIPP SoCal has established over the past 13 years, the new Charter School will operate in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature “to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following”.³⁴

(a) Improve pupil learning: through a research-based, structured educational program rooted in our five pillars of success: High Expectations; Focus on Character; Highly Effective Teachers & Leaders; Safe, Structured & Nurturing Environments; and KIPP Through College.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving: led by the Student Support and Progress Team, the Charter School will provide a Multi-Tiered System of Supports for all learners, including those who are academically low achieving, with targeted intervention and support including flexible class grouping, adaptive online learning programs, extended days and intervention/enrichment groups in order to increase learning opportunities for all students.

(c) Encourage the use of different and innovative teaching methods: by providing comprehensive and ongoing professional development and coaching to all of our instructional staff, teachers will be encouraged to differentiate instruction for all students using a variety of instructional strategies rooted in the work and research of experts such as Howard Gardner, Daniel Goleman, Carol Ann Tomlinson and many others.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: by providing teachers with the time and support to collaborate and select specific curriculum for lessons and plan differentiated learning based on student data to ensure each individual student’s needs are met.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: with the first charter school in MUSD, families will have a choice to enroll their grades TK-8 children in an alternative to the neighborhood resident school where no public school choices currently exist.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems: with the Charter School striving to meet ambitious goals each year for student achievement and success detailed in the charter petition and annual Local Control and Accountability Plan (LCAP), with transparent accountability to the KIPP SoCal Board of Directors, the charter authorizer, and all stakeholders.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools; while we do not subscribe to “competition” between public

³⁴ CA Ed. Code § 47601.

schools, KIPP SoCal is committed to collaboration with other schools in MUSD to disseminate our best practices in meeting the needs of underserved students, as we have done with LAUSD and visitors to our schools from other districts. (Cal. Ed. Code Section 47601.)

In addition, the Charter School will fulfill MUSD’s vision of “empowering students to achieve academic excellence as model citizens,” and the MUSD District Graduate Profile:

Critical Thinkers: Our students will ask, question and create solutions using their well-developed ability to think critically.

Communicators: Our students will leverage their technological knowledge in order to communicate both verbally and in writing to enhance the lives of others.

Collaborators: Our students will be flexible teammates who are open to working with others to create positive solutions to 21st century challenges and opportunities.

Creators: Our students will take initiative to seek innovative solutions to address both local and global issues.³⁵

We understand that MUSD has not, to date, authorized any new charter schools that have petitioned MUSD for approval. While the new provisions of A.B. 1505 regarding charter petition review do not take effect until July 1, 2020, it should be noted that MUSD is in a strong financial position with well in excess of the state-mandated reserve level, “positive” certification of its fiscal position to the Los Angeles County Office of Education (“LACOE”) and strong fiscal projections for the coming years, even with consistently declining enrollment.³⁶ MUSD’s current 2019-20 budget forecast factors in consistent decreases in enrollment in the coming years, based on prior years’ decreases:

Year	Enrollment	% Change from Prior Year
2014-15	29,062	--
2015-16	28,323	2.5%
2016-17	27,398	3.3%
2017-18	26,521	3.2%
2018-19	25,330	4.5%
2019-20*	24,555	3.1%
2020-21*	23,618	3.8%
2021-22*	22,890	3.1%

*projected in MUSD budget forecast

(Source: MUSD 2019-20 July 1 Budget General Fund, School District Criteria and Standards Review; <https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterYears.aspx?cds=1964808&aggllevel=district&year=2018-19>)

³⁵ <https://lcap.lacoe.edu/lcap2017/view.pl?gZ1626bW> (MUSD 2019-20 LCAP.)

³⁶ MUSD July 1 Budget 2019-20.

MUSD’s declining enrollment over the past five years (3,732 students between 2014-15 and 2018-19, or 12.8% of enrollment) is not unique – 61 of the 79 districts in LA County saw declines in enrollment in the same time period.³⁷ KIPP SoCal LEA 16 proposes a “slow growth” model, in which the Charter School will increase enrollment and grade levels offered slowly over a period of six years until it reaches full TK/K-8 capacity. We are confident the Charter School can help *retain* students in the public school system by offering an attractive alternative for families who otherwise would move out of the area or choose alternative options such as parochial schools or charter schools in other school districts. This aligns with MUSD Board Policy 0420.4(a) regarding Charter Schools:

The Board of Education views charter schools, which operate independently of the district and are exempted from state laws governing school districts, as an opportunity to implement school-level reform and support innovations which improve student learning. The Board encourages the Superintendent or designee to cooperate with parents/guardians, students and staff in their efforts to design charter schools that provide expanded choices for alternative and nontraditional schooling.³⁸

We look forward to partnering with MUSD to offer an important option for families in the District.

STUDENT POPULATION TO BE SERVED

The Charter School seeks to serve students in grades TK/K-8 in the Montebello area. The projected student enrollment roll out plan is shown below. Based on community need and facilities, there may be some variance within the grade levels. Initially, the Charter School will serve 118 students in TK/Kindergarten. In our second year, we will add 1st grade, a small contingent of 5th graders and a full cohort of 6th grade. By our third year, we will serve lower-school students in TK/K-2 and upper-school students in 5th-7th grades. In our fourth year, we will serve TK/K-3rd in our lower school, and 5th-8th grades in our upper school. By our fifth year, we will enroll a full TK/K-8 grade span with 1055 students.

Projected Enrollment

	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 – 2026
TK/Kindergarten	118	118	118	118	118
1st Grade	0	116	116	116	116
2nd Grade	0	0	114	114	114

³⁷ <https://www.ppic.org/blog/declining-k-12-enrollment-forces-major-budget-cuts-in-many-districts/>

³⁸ <http://montebellousd-ca.schoolloop.com/file/1300541458550/1295706265378/5926052371907094219.pdf>

3rd Grade	0	0	112	112	112
4th Grade	0	0	0	90	110
5th Grade	0	30	30	30	125
6th Grade	0	125	125	125	125
7th Grade	0	0	120	120	120
8th Grade	0	0	0	115	115
Total	118	389	623	940	1055

As detailed more fully in Element 8, below, the Charter School will be tuition-free and will admit any elementary to middle school-age student regardless of actual or perceived disability, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, religion, sexual orientation, or any other characteristics of listed in Education Code Section 220 or the definition of hate crimes set forth in Section 422.55 of the Penal Code.³⁹ Although the Charter School will be open to any student, outreach efforts will focus on academically underserved students in Montebello. As detailed in Element 7, below, KIPP SoCal staff and family volunteers will participate in active outreach and recruitment efforts, going door-to-door to homes, community centers, salons, and grocery stores to seek out parents and families who might not otherwise become aware of this opportunity for their children.

GOALS AND PHILOSOPHY

MISSION AND VISION

Our mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life. Through the success of our students, the Charter School will serve as a model of excellence and collaborate with others to raise the quality of education in Southern California.

Our instructional vision is focused on preparing our students to graduate from college and maintain strong ties to their community. The Charter School will combine the pursuit of excellence and the pursuit of equity in order to ultimately develop students who are strong in intellect and personal responsibility. We will build a program that is developmentally appropriate and build a strong

³⁹ CA Education Code Section 47605(d)(1).

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.

The Charter School will achieve its mission and vision through its implementation of KIPP SoCal's Five Pillars (detailed above), its partnership with KIPP SoCal, and through KIPP SoCal's educational philosophy.

AN EDUCATED PERSON IN THE 21ST CENTURY: COLLEGE AND CAREER READINESS

Each KIPP SoCal school's goal is to ensure that its students are on the path to and through college. By focusing on college starting in TK/Kindergarten and preparing our students to be successful in high school, college, and beyond, KIPP SoCal LEA 16 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.
5. Tech Proficiency

Implementing the highest-quality instructional program is paramount to KIPP SoCal's track record of success. 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.⁴⁰ The Charter School's high-quality instruction will be standards-based, with an emphasis on character and academic skills, and explicitly tied to our mission of preparing students in Montebello for success in college and in life. Technology will be infused into the curriculum, allowing teachers to deliver more individualized content and feedback to each student, while also equipping students with the technological skills necessary in the 21st century academic world and workforce. Adaptive educational software will enable students to learn at their own pace, helping them get further, faster. A one-to-one ratio of Chromebook computers will ensure that all students have access to individualized learning software and building their technology literacy.

It is imperative that schools today focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them in the 21st century economy. Tony Wagner, a researcher from Harvard University, created an evidence-based approach. Through interviews with senior executives and college admissions counselors, he determined the seven survival skills crucial for workforce readiness in the 21st century.⁴¹ These are:

1. Critical Thinking and Problem Solving

⁴⁰ <http://www.ascd.org/publications/educational-leadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx>

⁴¹ <https://www.21stcenturyschools.com/tony-wagner.html>

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 Imagination⁴²

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

As they leave our school at the end of 8th grade, 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 (see Character Strengths and Values, below), 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 will offer help before being asked. They will 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 the Charter School. 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.

HOW LEARNING BEST OCCURS

We believe that learning best occurs through the following:

High Expectations: As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*⁴³, the key to a learning experience within a student’s zone of proximal development is “problem-solving under adult guidance or in collaboration with more capable peers.” When students are expected to meet challenges and supported in doing so, they succeed. In order to help all students meet our high expectations, we will clearly communicate those expectations, and then provide appropriate, individualized support to achieve the goals that we have for our students and that

⁴² http://www.hosa.org/emag/articles/advisors_corner_oct08_pg2_5.pdf

⁴³ <http://www.unilibre.edu.co/bogota/pdfs/2016/mc16.pdf>

they set for themselves. Students will be given challenging work that requires critical thinking and the ability to articulate their ideas. When students struggle, teachers do not lower their expectations, instead they find creative new ways to teach and differentiate instruction, and work with colleagues to develop intervention plans for specific students within our Multi-Tiered System of Supports.

Backward Planning: Teachers “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences.” (Wiggins & McTighe, *Understanding by Design*, 1998.) Thus our instruction starts first with an understanding of the essential skills, goals and objectives we are trying to achieve, based on the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other California content standards. Teachers then work backwards to devise the lessons and assessments that will achieve and measure success.

Data-Driven, Differentiated Instruction: Learning at the Charter School will be scaffolded and differentiated in order to ensure all students achieve academic growth. Effective assessment tools (online/offline, formative and summative) and efficient data systems will help our teachers and School Leaders continually assess and refine the curriculum’s impact on each individual student throughout the school year. Making data a part of an on-going cycle of instructional evaluation and evolution, teaching students to examine, reflect on, and use data to set their own goals, and establishing a school-wide culture of collecting and using data are all ways to make the use of data effective and instrumental and supporting student achievement.⁴⁴ A sophisticated online platform, Illuminate will allow our faculty and School Leaders to continuously gather and analyze individual student achievement data. Teachers will meet frequently to review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure that they are meeting the specific needs of individual students. Parents/guardians also will have access to a parent portal in Illuminate (accessible via a phone app) to track their own child(ren)’s performance and progress.

Character Development: As Nel Noddings famously wrote in *The Challenge to Care in Schools*, Schools should “promote the growth of students as healthy, competent, moral people . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . the topics that arise in common human experience.”⁴⁵ The Charter School’s rigorous academic curriculum and intense focus on character development will ensure that all students are well-equipped to meet the cognitive demands of competitive high schools as well as develop the social capital necessary to navigate the world.

Multiple Intelligences: Rather than imparting knowledge to students in a “one size fits all” approach, we believe that learning is only effective when it encompasses the individual needs and strengths of each student. Teachers will consider the work of Howard Gardner’s multiple intelligences theory as they

⁴⁴ www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf

⁴⁵ Nel Noddings, *The Challenge to Care in Schools*, 2005.

differentiate instruction. “It is of the utmost importance that we recognize and nurture all of the varied human intelligences and all of the combinations of intelligences. We are all so different largely because we have different combinations of intelligences. . . . If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.”⁴⁶

Culturally Responsive Pedagogy: We regard student-centered classrooms as “environments that pay careful attention to knowledge, skills, attitudes, and beliefs that learners bring to the educational setting. This term includes teaching practices that have been called ‘culturally responsive,’ ‘culturally appropriate,’ ‘culturally compatible,’ and ‘culturally relevant.’”⁴⁷ The implications for teachers are that they must be “aware that learners construct their own meanings, beginning with the beliefs, understandings, and cultural practices they bring to the classroom” (Bransford et al, 2000, p.136). As Linda Darling-Hammond has written, this sense of truly understanding students’ lived experience outside of school is key to ensuring meaningful learning: if what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.”⁴⁸ Through culturally relevant pedagogy, our teachers work to incorporate a student’s culture and lived experience into how they are taught, providing them with examples and reflections of their life and culture in course content and valuing their forms of expression in class.⁴⁹ In English Language Arts, for example, teachers will select texts that reflect a range of cultural backgrounds. Through exposure to a works with varied cultural influences, students have a greater likelihood of connecting with the text and constructing knowledge.

Developing and Supporting Teachers: We believe it is imperative that teachers study and understand the best thinking in education, learn directly from experienced teachers, and collaborate with their peers in order to consistently be learners themselves in the context of our school community. “In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators.”⁵⁰ A comprehensive professional development program, instructional coaching with frequent classroom observations, and meaningful teacher evaluations that incorporate numerous reflection points, are designed to ensure that each member of our faculty is continuously supported and mentored in developing his/her teaching practice with time to reflect on, discuss, and

⁴⁶ Gardner, H., *Multiple Intelligences: New Horizons*, 2006.

⁴⁷ Bransford et al (2000) (p.133-4); see also Nocon & Cole, 2009; Banks et al, 2007; Solano-Flores, 2008; LCHC, 2010; Spencer, 2008.

⁴⁸ Darling-Hammond, 2008

⁴⁹ <https://news.education.wisc.edu/news-publications/learning-connections/archive/2013-fall-winter/q-a-with-gloria-ladson-billings>

⁵⁰ <https://www.edutopia.org/teacher-development-introduction>

analyze their teaching practice.⁵¹ We ensure our teachers have ample time and resources to engage in professional development to expand their own teaching and learn “best practices,” plan collaboratively with their peers within and across grade levels, and to continuously learn themselves as they seek to ensure that each and every student they serve is excelling.

Safe, Nurturing and Supportive Environment: We know and research has shown that when students are connected to the adults in their school community, they are more likely to be engaged in school and see greater academic success. “One persuasive explanation attributes the effectiveness of high-community schools to their capacity to satisfy students’ basic psychological needs for safety, belonging, autonomy, and competence. When these basic needs are fulfilled, students are more likely to become engaged in, and committed to, the school and, therefore, inclined to behave in accord with its expressed goals and values.”⁵² An important role of the school is to create a sense of “belonging” for each member of our school community.

Support To, and Through College: We recognize that most public high schools in California lack sufficient college and guidance counseling staff,⁵³ and that the needs, particularly in large urban high schools that many of our alumni attend, are significant. The KIPP Through College program is designed to help meet these needs and support our alumni and their families by supporting students long after they leave a KIPP SoCal school at the end of 8th grade.

SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS

The Charter School students will leave eighth grade with the literacy, critical-thinking, and problem-solving skills to realize their full potential. They will have grown from five-year-olds who are new to school and structured learning, to nine-year-olds who believe in themselves and have built the foundation on which they will grow and continue to grow as learners and citizens, and finally to fourteen-year-olds who not only engage in powerful Socratic Seminar discussions, but also tackle challenges with grit and zest and constantly find ways to make their world a better place. While at the Charter School, our students will gain an academic foundation, access to enriched learning experiences, and a supportive community of classmates and teachers to motivate and push them every step of the way. On their first day of fifth grade, our students will enter the upper school with nervous excitement and ready to show *ganas* (a willingness to face challenges head-on) to tackle new obstacles and expectations. These are students that will say, “I can”, “I will,” “I need help” and “I made a mistake.”

Mastering the Charter School’s values and character strengths is a lifelong undertaking and we are confident that the character education our students experience at the Charter School will lay a strong foundation for that work. Across the KIPP SoCal network, our classrooms at all grade levels are constantly holding discussions about being responsible members of their communities, thoughtful

⁵¹ <http://www.sciencedirect.com/science/article/pii/S0742051X10001435>

⁵² <https://www.collaborativeclassroom.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success> (citing Deci, Vallerand, Pelletier, & Ryan 1991; Watson 2003).

⁵³ <https://theaggie.org/2016/02/02/california-school-counseling-ratio-falls-behind/>

contributors to society, and goal-oriented learners. Our students – we call them “KIPPsters” -- 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.⁵⁴ 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 the student’s 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 will provide our 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 will set goals across other subjects as well; during Reader’s Workshop students will set goals around the number of books they want to read each week. In second through fourth grade, students will 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, the Charter School will jump-start their motivation to learn and achieve.⁵⁵ Ultimately, our students will help to ignite the change in their communities. Through the strong identity they develop at the Charter School, they will drive their learning to and through college and beyond.⁵⁶

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the State Priorities” in Element 2 of the charter for a description of the Charter School’s annual goals to be achieved in the State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d)(2)-(8), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter.

⁵⁴ <https://research.collegeboard.org/pdf/education-pays-2004-full-report.pdf>

⁵⁵ <https://www.apa.org/education/k12/learners>

⁵⁶ <https://www.frontiersin.org/articles/10.3389/feduc.2019.00129/full>

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

INSTRUCTIONAL DESIGN

HIGH EXPECTATIONS AND A HIGH-QUALITY INSTRUCTIONAL PROGRAM

At KIPP SoCal, we believe an excellent college-preparatory education will set 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 will drive all aspects of the Charter School, from the educational program to the allocation of resources and daily scheduling.

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

- 1. Quality Instruction is Standards-Based.** Academic learning at the Charter School will be guided by the CCSS, NGSS and other applicable state content standards. The Charter School's curriculum will be designed specifically to meet the needs of our students, ensure that they are at or above grade level in all core subject areas, prepare them for rigorous high schools, and help them to ultimately reach the goal of college graduation. Our teachers will create and implement a wide variety of curricular resources to ensure that our students have access to the most rigorous content available. The Charter School's program will nurture well-rounded critical thinkers who love learning, while preparing them to master state content standards through engaging, authentic work.

Academic learning will follow a standards-based continuum from the lower to the upper grades. In the lower grades, students will learn a base of fundamental knowledge and skills that allows for more sophisticated high-level thinking in the upper grades. Students must demonstrate mastery of standards in each grade to earn promotion to the next grade, focusing on the incremental growth that it takes to make the desired gains towards mastery of the skills and concepts that will prepare them for the next grade level.⁵⁷

Our teachers will engage in a long term planning process starting in the May prior to each school year. They will start by creating grade level visions and subject visions in teams; this allows us to

⁵⁷ Specific grade level promotion and retention policies are included in Element 2.

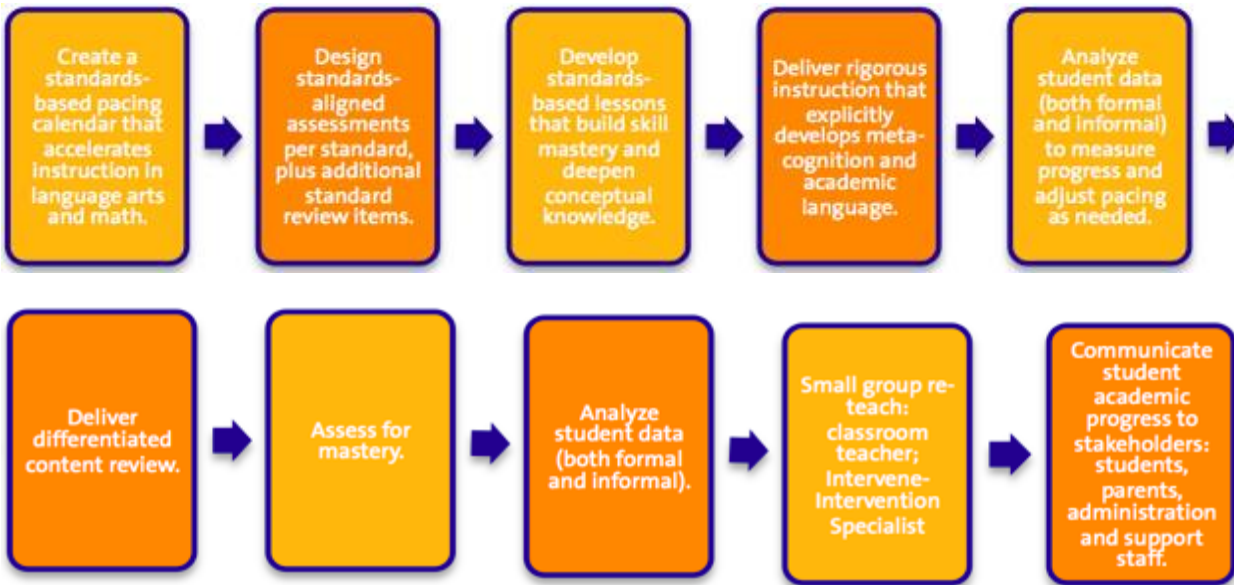
brainstorm and distill our goals for our students. Once we have a vision of what we want to accomplish academically, we will study a pacing guide built on the mastery of state content standards in our curriculum. Year-long pacing guides focus on teaching grade-level power standards to mastery and internalization. After we study this scope and sequence, we will study assessments, outline daily objectives, and start lesson internalization. All teachers are expected to use the selected curriculum as a foundation for instruction and use engaging pedagogical techniques to lift the material off of the page and into standards-based lesson plans.

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

All Charter School teachers will use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science will follow an adapted version of this cycle. Professional development, grade-level planning and 1:1 check-ins between School Leaders and teachers will support the implementation and execution of each of the instructional cycle's ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery and is meant to provide alignment both across and between grade-levels.

The graphic below shows the ten steps of the Charter School's instructional cycle. While the first step will be completed in the summer, the following steps in the cycle will be ongoing.

Charter School Steps of Instructional Cycle



- 3. Quality Instruction is Differentiated.** Students process material in a variety of ways. Thus, teachers will continuously work together to enhance student learning by sharing, developing, and refining effective teaching strategies.

As illustrated above, when planning, teachers will consider how their instruction will meet the individual needs of all students. Their lesson plans, primarily the modeling, guided practice and independent practice components will incorporate the different learning modalities and multiple intelligences informed by the work of Howard Gardner, psychologist and author of *Multiple Intelligences*⁵⁸, and social and emotional intelligence based on the work of Daniel Goleman, psychologist and author of *Emotional Intelligence*.⁵⁹ Further, the teachers will use a mixture of groupings during their instruction including whole-class instruction and collaborative learning groups. Teachers will be cognizant of the importance of movement, especially with our youngest students, and will rotate groups of students among locations throughout the room in accordance with their attention span and what is developmentally appropriate.

An innovative and evolving rotational blended learning model in math and ELA will provide students with access to rigorous adaptive software programs, engaging independent work, and targeted small group instruction. Students will be divided into homogeneous groups by skill level and rotate among stations that are targeted to specific standards and informed by recent

⁵⁸https://www.niu.edu/facdev/pdf/guide/learning/howard_gardner_theory_multiple_intelligences.pdf

⁵⁹ Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than Iq*. New York: Bantam Books, 1995.

assessment data and teacher understanding of student needs. Rotations will be a regular lesson structure, but will also be used ad hoc based on each student's 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 would then conference with the teacher to talk through their activity and the teacher would confirm understanding. Once a student has successfully completed this process, the teacher will dismiss them to move on to the computer-based software or more independent work. By customizing rotations for each student's needs, our teachers will ensure that each student is getting the real-time assistance he or she needs and increase the impact of face-to-face instruction. In addition to providing students with an exceptional instructional experience, blended learning will also help our students develop strong technology skills for the future starting in TK/Kindergarten.

Teachers will further differentiate instruction through modifications to the content, process, or product while ensuring they are providing the needed scaffolding to set their students up for success. The work of Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners*,⁶⁰ will inform teachers' differentiation of instruction. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students whose needs have not been met through traditional teaching methods will benefit from supplemental, direct instruction, small group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques.

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

- 4. Quality Instruction is Culturally Relevant and Responsive to Students.** While it is important that teachers ensure students are mastering standards, it is also vital for teachers to create a learning environment and provide students with opportunities to learn skills and content in meaningful ways. The Charter School defines culture as a necessary dimension towards academic achievement. Therefore, it is incumbent upon the Charter School staff to truly understand the cultural values, beliefs, customs, and ideas of the students that attend their school. By doing so, teachers can make informed decisions about how to help students connect what they are learning to what they already know. Culturally relevant pedagogy also seeks to build a positive self-concept within students by valuing a student's background.⁶¹ A culturally responsive curriculum will also allow students to better understand their place within their

⁶⁰ [http://www.mccracken.kyschools.us/Downloads/CarolAnnTomlinson%20Differentiated Classroom.pdf](http://www.mccracken.kyschools.us/Downloads/CarolAnnTomlinson%20Differentiated%20Classroom.pdf)

⁶¹ <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>

community and that realizing their goals and dreams will impact and support the community they live in.

CHARACTER STRENGTHS AND VALUES

At the same time, our vision supports the notion that schooling should develop the character and self-identity of students. The curriculum will cultivate character traits and teach the Charter School values strategically along a TK–8 developmental curriculum. Activities and experiences will be planned to systematically teach our Charter School values (which will explicitly be defined by the School Leaders and may include such things as Honor, Courage, Kindness, Joy and others) as well as KIPP SoCal’s seven character traits: Zest, Grit, Optimism, Self-Control, Gratitude, Social Intelligence, and Curiosity. These traits are derived from Martin Seligman and Chris Peterson’s identification of 24 character strengths.⁶²

The KIPP SoCal’s Seven Character Traits

<i>Character Trait</i>	<i>Definition</i>
Social Intelligence	Awareness of other people’s motives and feelings as well as using this understanding to navigate social situations appropriately.
Grit	Having tremendous tenacity and never letting up, even in the face of challenges.
Zest	Bringing a vibrant energy to new endeavors.
Curiosity	It is not about knowing all the answers; it is about knowing how to find the answers.
Self-Control	Understanding that we cannot have everything we want all the time. Also, when one demonstrates self-control, they understand that they share this world with others, and give others an opportunity to share.
Gratitude	Appreciating others for all that they bring to the world.
Optimism	When things are hard (whether academically or emotionally), to be hopeful that things will improve. This optimism will also tie greatly into grit, because often when we show grit in the present moment the future is filled with hope.

According to the work of Dr. Angela Duckworth, these seven character strengths are directly correlated to and highly predictive of individuals who are “leading engaged, happy, and successful lives.”⁶³ Character instruction will permeate every subject and part of the daily schedule so that students receive a holistic education that builds academic and characters skills; teachers will intentionally select texts and design experiential educational experiences to weave the character traits into their direct instruction in every lesson. The goal will be for each child to clearly articulate what each character trait means and what it looks like, and to express the strengths and areas of growth within their own character using the

⁶² http://ldysinger.stjohnsem.edu/%40books1/Peterson_Character_Strengths/character-strengths-and-virtues.pdf

⁶³ <http://exploresel.gse.harvard.edu/frameworks/37>

seven character traits as key vocabulary. These reflective and honest conversations between members of the Charter School community will lead to students matriculating from the Charter 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.

To ensure students develop character strengths in addition to academic skills, students will engage in instructional time focused on strengthening their character. In addition to the shared primary values across the Charter School, each classroom will focus on the development of virtues and character strengths in accordance with the work of Martin Seligman, the founder of Positive Psychology and author of *Authentic Happiness*.⁶⁴ Moreover, in the Lower School (TK/K-4th grade), values lessons will also focus speaking and listening content standards and establish objectives to meet these standards.

Values-based lessons will be incorporated into Morning Meeting, Read Aloud and Closing Circle. In addition to values-based lessons and character-strengthening lessons based on Seligman’s work, teachers will also use an adapted version of the Conflict Resolution from the Responsive Classroom approach.⁶⁵ In the Lower School, the model will closely resemble the Responsive Classroom model. Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate with four key domains: engaging academics, positive community, effective management, and developmental awareness. As teachers age through the Lower School, teachers will adapt the model to ensure students are resolving conflicts using the model as a support rather than a prescriptive method. The purpose of adapting the model 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.

As the Charter School grows to be a full lower and upper school, educating TK/Kindergarten through eighth grade, School Leaders will adjust the school values to appropriately meet the ages of all students attending, with the values defined for the Upper School building upon those emphasized in the Lower School. The Charter School Leadership Team (School Leader(s) and Dean(s)) will develop rubrics for the teachers to measure students’ development and growth.

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

The Charter School’s values also will be highlighted in the following ways:

- Banners hung throughout the Charter School as visual reminders
- Songs and motions students learn in TK/Kindergarten and continue to use in all grade levels

⁶⁴ Seligman, Martin E. P. *Authentic Happiness : Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*: Martin E.P. Seligman. Free Press, 2002.

⁶⁵ <https://www.responsiveclassroom.org/a-conflict-resolution-protocol-for-elementary-classrooms/>

- Skits put on by both students and staff 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

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

At the Charter School, excellence and equity will result when we, as students and staff, make the right choices to meet our goals and outcomes. Values will guide choices even on the staff level. Whether the choice is to determine appropriate noise level, incorporate culture into lessons, or decide whether a student will be promoted to the next grade level, our staff choices will be made with reflection on the same values we expect of our students as we take the time and space to reflect and constantly improve. Our staff will work together during summer professional development each year to establish and evaluate operating norms anchored in our school values. By embodying the Charter School values, our staff will become role models for our students.

HIGHLY EFFECTIVE LEADERS AND TEACHERS

In order for the Charter School to be a success, strong School Leaders and dedicated, qualified teachers are imperative.

The KIPP SoCal Teacher Residency at Alder Graduate School of Education

In the 2017-18 school year, 80% of California school districts reported a shortage of teachers.⁶⁶ 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. This year (2019-20), in partnership with the Alder Graduate School of Education, we have launched the KIPP SoCal Teacher Residency program. The KIPP SoCal Teacher Residency uses a gradual release training model:

- Residents will be placed with current high-performing KIPP SoCal teachers who serve as Residency Mentors.
- Teacher Residents will 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

⁶⁶ “Understaffed and Underprepared: California Districts Report Ongoing Teacher Shortages” – Learning Policy Institute.

every month, residents will attend graduate-level courses to accelerate their development as teachers.

- On the remaining Friday of each month, the Residency Mentors will attend development workshops while Teacher Residents are responsible for the classroom.
- By the end of the year, the Teacher Resident will have full responsibility for the classroom alongside their Residency Mentor, and will have earned their Preliminary California Teaching Credential and a Master's Degree from University of the Pacific.

The KIPP SoCal School Leader Fellow Program

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

Founding School Leaders will spend two years before the Charter School's opening in KIPP SoCal's School Leader Fellowship meant to develop them as leaders and to help solidify the unique vision of the school. One School Leader will lead the Lower School and the Upper School will be led by another School Leader; while KIPP SoCal LEA 16 will be one united school, operationally we treat the program like two separate parts of the whole, each with its own parallel leadership teams, administrative staff and other functions. As a part of this fellowship, the Founding School Leaders will be strategically placed at KIPP SoCal schools to cultivate their vision for what an excellent KIPP SoCal school means and will be paired with a mentor school leader and/or a regional academic leadership coach to support vision-setting (see professional development section below for more information on KIPP SoCal's School Leader Fellow Program). The Lower School Leader will launch the school with TK/K in 2021-22, while the Upper School Leader spends that year continuing training and planning for the launch of the Upper School in 2022-23, and assisting the Lower School Leader. A Lower School Dean will be added to the leadership team in Year 2, and an Upper School Dean will be added in Year 3.

Part of the Charter School's vision-setting will be to select specific school values, which should reflect the school's community and it's hopes for our students. These school values will be central to everything we do at the Charter School, and thus will remain a part of our ongoing reflection and development. The table below shows an example of a values-focused exercise we utilize with the Charter School's team members at the start of each year.

"Looks Like, Sounds Like, Feels Like" Values Exercise

Values	Definitions	K - 2GR Outcomes	Student Actions (Looks like)	Student Language (Sounds like)	Student Impact (Feels like)
Courage	The ability to name, face, and overcome fears.	<ul style="list-style-type: none"> I take risks. I try even when I'm nervous. I ask for help. I speak up for what I believe. 	A student is nervous to ask a question about a confusing book, but asks for help.	<ul style="list-style-type: none"> I'm nervous. I'm afraid to _____. I will try. I need help. 	Student is empowered to overcome challenges.
Ganas	The desire to set challenging goals and work to meet them with grit and zest.	<ul style="list-style-type: none"> I set big goals. I never give up. I work hard. 	A student practices a sight word list at home and school to pass the next level.	<ul style="list-style-type: none"> I can do this! I'll try harder. I think I can, I think I can, I know I can. ¡Sí, puedo! 	Student learns that they can motivate themselves.
Honor	The dedication to respect both ourselves and our communities.	<ul style="list-style-type: none"> I am proud of who I am. I am a good friend. I offer help when someone needs it. 	A student presents items that represent their family and traditions during morning meeting and answers questions from classmates.	<ul style="list-style-type: none"> I am ____. I like ____ about myself. Can I help you? Thank you. Good job! You did it! 	Students feel a strong sense of belonging and personal ownership in their community.
Hope	The belief that we have the power to find a better way.	<ul style="list-style-type: none"> I learn from mistakes. I find solutions. I make a difference. 	A student makes a mistake on a math problem, so tries another way to solve and goes back to find their mistake.	<ul style="list-style-type: none"> I'll try something else next time. Next time, I will _____. How about we ____. 	Students know that mistakes present opportunities and feel empowered to find creative solutions.

Ongoing professional development and coaching – for all levels of our site-based instructional team – are core to our success. As detailed more fully in the section on Professional Development, below, all teachers at KIPP SoCal LEA 16 will participate in at least three weeks of summer training and one pupil-free day in September for all teachers in KIPP SoCal for a regional PD day. In addition, during “early release” time each week on Mondays, teachers engage in three hours of professional development and collaborative planning. Additional time is built in to the bell schedule for grade level and other collaborative planning time.

Coaching is provided to all teachers continuously using Whetstone observation protocols, along with formal evaluations twice yearly. School Leaders similarly participate in ongoing professional development and coaching with weekly check-ins with CMO leaders, and monthly professional development and site visit sessions.

SAFE AND STRUCTURED ENVIRONMENT

In addition to providing high-quality academic instruction to our students, KIPP SoCal recognizes the importance of providing the social-emotional support necessary to ensure a safe and nurturing learning environment where students can thrive. As indicated above, data demonstrates that virtually every student in LAUSD (98%), adjacent to MUSD, has experienced at least one traumatic event in the prior year such as the death of a loved one, poverty, a parent suffering addiction or incarceration, or gang violence,⁶⁷ and another study indicated that 88% of the students they surveyed in LAUSD had experienced at least three traumatic events.

⁶⁷ The Need for School Mental Health Services in LAUSD. Retrieved from <http://achieve.lausd.net/Page/2170> on 6/26/17

While we cannot take away students' experiences, we can ensure our educators teach with heart and our students build resilience through the creation of trauma-informed schools with strong social-emotional learning ("SEL"). Research has repeatedly shown that the effects of trauma can make learning difficult. Thus, to fulfill our promise of preparing our KIPPsters academically for college, KIPP SoCal has understood from the start that this inherently requires a proactive approach to educating the whole child, particularly for underserved students. We aim to 'heal the heart, so the brain can learn.' Based on our research and experience piloting interventions, we have identified six components that make a KIPP SoCal school trauma-informed:

- (1) school-wide awareness of trauma and resilience;
- (2) establish safety;
- (3) build positive adult relationships;
- (4) support and invest in staff;
- (5) collaborate with families and community, and
- (6) prioritize social-emotional learning.

School is the place children spend most of their waking hours, and as the one safe space for many, we believe there is no better place to support the social-emotional wellness of children. Thus, being a trauma-informed school will be central to the Charter School's teaching philosophy.

At KIPP SoCal LEA 16, we will implement trauma-informed practices, an approach to teaching and school culture that understands that our students bring with them their past experiences and aids in the healing process for those that have experienced trauma. One component of this approach is to provide a Social-Emotional Learning intervention program called Calm Classroom. Calm Classroom is a mindfulness-based school-wide social and emotional learning program which is composed of three-minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students by the entire school staff throughout the school day. Calm Classroom is a sustainable program based on simplicity of implementation, quality training, long-term support, and ongoing evidence of positive outcomes. Calm Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance.⁶⁸

KIPP SoCal's Mental Health & Support Services Department consists of licensed and certified school counselors, psychologists, and behaviorists. This multi-disciplinary team provides personalized support at each KIPP SoCal school that responds to the needs of each student, offering a range of tiered mental health, counseling, referral, and social and emotional services and support to help children, youth, and families become better equipped to thrive in school and life.

We offer individual and group counseling services to support social and emotional learning, guidance and consultation to school teams on effective academic and behavioral interventions, robust internal

⁶⁸ <https://calmclassroom.com/pages/research>

special education services, a continuum of mental health support, and additional specialized student support services to address the ever-changing needs of our students and their families.

Current Key Support Initiatives include:

Youth Experiencing Homelessness & Foster Care

- Counselor Referrals
- Guidance to Family Service Center
- Transportation Bus Cards
- Foster Youth Rights Awareness

Youth Identifying as LGBTQ

- OUT for Safe Schools
- Anti-Bullying Campaigns
- The Crisis Textline

Youth with Special Education Needs

- 1:1 Personalized Support
- Smaller Learning Environments
- Mobility Assistance
- Social-Emotional Support

Support Initiatives for All Youth

- HEART (Healing Environments & Responses to Trauma)
- Suicide Prevention
- Calm Classroom

We also will implement Positive Behavior Interventions and Supports (“PBIS”) in our Charter School. We will provide extensive training to every adult in the school, from the School Leaders to the teachers to office staff and janitorial staff to ensure these strategies are consistently implemented. An example of a school-wide PBIS Matrix is provided here.

School-Wide Matrix Example

Setting	Expectations		
	Be Responsible	Be Safe	Be Respectful
All Settings	Bring Materials Arrive in uniform Arrive on Time Keep areas clean	Keep hands to yourself Walk	Own your Mistakes Stay engaged/actively listen Use kind words/Praise others
Hallways	Walk straight to your destination	Walk	Use appropriate voice level
Playground	See something, say something.	Stay in your designated area Use materials appropriately	Take Turns Listen and follow directions Use your voice
Cafeteria	Pick up after yourself	Eat your own food	Honor personal space Use appropriate voice level
Auditorium/ Pump Up Area	Participate when asked to participate	Stay seated in your area.	Use appropriate voice level Give your attention
Bathrooms	Clean up after yourself	Lock the stall door Wash your hands	Wait your turn
Field Trips	Clean up after yourself	Stay with your chaperone	Follow location rules
Arrival/Dismissal	Walk to your designated area.	Stay in designated area	-Be mindful of others -Shake hands & make eye contact.

Classroom Matrix Example

Classroom Setting	Expectations		
	Be Responsible	Be Safe	Be Respectful
General	Be prepared and ready to learn Take care of school and personal property	Keep your body to yourself	-Ask permission when necessary
Whole Class Activities	Participate Actively listen	Stay in your spot/space	-Use your inside voice -Raise your hand and wait for your turn -Agree and disagree politely
Small Group/ Centers	Stay on task Use materials the way they were intended	Stay in your designated area Keep hands to yourself	Listen to each other's point of view Talk using a Level 1 voice Take turns talking
Transitions	Move quietly Leave space between you and others in line	Walk in the classroom Stay in your designated areas until given the signal to move	Clean your areas before moving
Work Area	Keep your space clear	Put things that are not in use away Push in your chair	Ask before using things that do not belong to you. Raise your hand and wait for your turn
Computers	Take care of materials Stay on assigned site	Carry your computer with two hands	Be gentle and handle computers with care Use appropriate voice level
Library	Use appropriate voice levels Take care of books/materials	Use books/materials appropriately	Take turns
Independent Work Time	Work hard	Use materials appropriately	Ask 3 before you ask me Raise hand

Through these and other supports, we strive to ensure that our students' needs are met, not just academically, but holistically.

KIPP THROUGH COLLEGE

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

- **High School Placement:** KTC begins by assisting KIPP SoCal students and their families with the high school placement process. Beginning in fifth grade, KIPP SoCal families learn the crucial role middle school plays in their child’s trajectory to and through college. Families are introduced to KTC during the parent summer meeting (called “Parent Academy”) before 5th grade. A KTC High School Placement counselor is assigned to each KIPP SoCal school serving middle grades (some of our schools only serve elementary grades), providing seventh and eighth grade students and their families with personalized assistance on high school selection and applications, financial aid and scholarships (for private/parochial schools), and the high school transition process. KTC counselors concentrate on placing our students in the highest-performing, college-preparatory public and private high schools, making recommendations to students and families about the right match for them using clearly defined criteria for KIPP SoCal-recommended high schools. In addition to personalized services, KTC hosts an annual high school fair gathering representatives from over 50 of Southern California’s highest performing high schools to answer enrollment questions for our middle schoolers.
- **College Access:** In high school, each student is assigned a KTC College Access counselor who stays with our alumni throughout high school, providing help with academic advising and coursework selection, standardized testing preparation, college application assistance, scholarship support, financial literacy, college planning services, and individual and family counseling. In addition to individual counseling, the KTC college access team offers important supplemental opportunities such as college tours to expose students to institutions and life outside of their neighborhood and applications to summer programs offered through KIPP SoCal college partners. Further, the KTC team leads a 12th grade application workshop that provides intensive support with college applications and financial aid applications.
- **College Success:** Once our alumni are in college, KTC College Success counselors provide extensive support to ensure our alumni persist on the path to college graduation, internships, and career. KTC College Success counselors visit students on their college campuses, as well as keep in touch via email and phone. Counselors discuss academic progress, financial aid, social pressures, and internship and career options. During holidays and breaks, KIPP SoCal hosts

events for students while they are back in their home community. As part of our career-readiness efforts, KIPP SoCal has formalized the KIPP SoCal Summer Internship Program. This program connects college-aged alumni with paid work opportunities at KIPP SoCal’s School Success Team (aka regional/CMO) office. Alumni in the program undergo a thorough preparation and selection process, that begins with skill-building workshops and culminates in an application and interview process. Our KTC College Success team worked with our Talent Acquisition team to ensure the intern interview process paralleled the hiring process of a KIPP SoCal employee. Alumni who are hired as summer interns are provided meaningful work and a summer project meant to grow their professional skills and experience. According to a 2019 Mathematica study, attending KIPP middle schools boosts college enrollment rates by 12.9%.⁶⁹

CURRICULUM AND INSTRUCTION

The Charter School will implement the CCSS for ELA and Math, NGSS, History/Social Science standards, the new *2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (Arts Standards) and *2019 California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve* (World Language Standards). Teachers will rely on the published Frameworks in each content area, including the new *2019 Health Education Framework for California Public Schools* (Health Education Framework).

As California shifted to the Common Core State Standards and the complexity, depth, and coherence (both vertical and horizontal) increased, 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, KIPP SoCal teachers have embraced “Studying is the New Planning.” Teachers now focus their work on studying and annotating publishers’ 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.

The following details curriculum and instruction for each subject area first for our Lower School (grades TK/Kindergarten through fourth grade), followed by details about the Upper School (fifth through eighth grades).

⁶⁹ https://www.mathematica.org/news/kipp-middle-schools-boost-college-enrollment?utm_source=Twitter&utm_medium=Twitter

ENGLISH LANGUAGE ARTS

The elements of the ELA program are aligned to the four strands of the *California Common Core Standards in English Language Arts* as well as the *California English Language Arts/English Language Development Framework*⁷⁰: Reading, Writing, Listening and Speaking.

Literacy is the focal point of all instruction at the Charter School, as we acknowledge its fundamental importance in every academic discipline and life. To promote literacy, our ELA program will provide a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. Based on the acclaimed Reading and Writing Workshop Programs from Lucy Calkins and Teachers College in New York, the ELA program is designed to ensure that on a daily basis, all students in all grade levels engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively.

Lower School (Grades TK/K-4)

In addition to Reading and Writing Workshop, detailed extensively here, KIPP SoCal LEA 16 will also use the following programs in the Lower School ELA lessons:

- Accelerated Reader, an online adaptive program that includes more than 200,000 titles that enable students to choose “just-right” reading titles based on their skill level and interests, with literacy skills and vocabulary quizzes that provide teachers with real-time data about student mastery and progress (<https://www.renaissance.com/products/accelerated-reader/>);
- Guided reading toolkits (KIPP SoCal), skill- and strategy- based teacher scripted lessons meant to differentiate instruction based upon student’s reading levels.
- Fountas and Pinnell Leveled Literacy Intervention (“LLI”), which provides effective small-group instruction for students who find reading and writing difficult. With engaging leveled books, fast-paced systematically designed lessons, and a high level of built-in professional development, *LLI* empowers both teachers and students as together they work toward attaining reading and writing proficiency. (<https://www.fountasandpinnell.com/intervention/>)
- A variety of novels, children’s books and poetry from the CDE-recommended reading lists (see sample listing below).

The majority of ELA instruction will be differentiated and occur in both homogeneous and heterogeneous groupings by reading/writing level and skill level. The workshop model is broken into components that allow for both whole-group, direct instruction as well as focused small group instruction and independent learning.

Overview of a Day’s Reading or Writing Workshop

Workshop Component	Time Frame	Logistics	Teacher	Students
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⁷⁰ <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

<i>Mini Lesson</i>	Less than 10 min.	The teacher gathers students in the meeting area next to their partners	Whole-group instruction - Connection -Name the teaching point -Teaching Active Engagement (guided practice) -Link to the work students will do	Listening, then actively engaged in applying new learning
<i>Independent Reading and Writing Conferring and Small-Group Work</i>	35-45 min.	Students find comfortable spots to read or write	One-on-one small-group teaching -Circulate -Observe -Question -Listen -Coach -Demonstrate -Reinforce the minilesson -Encourage	Practicing strategies learned throughout the unit, working independently or with partners
<i>Mid-Workshop Teaching</i>	3-5 min. (during independent and reading time)	Students' eyes are on the teacher	Extends the minilesson or reminds students of ongoing habits	Pausing to reflect, then refocusing to resume reading or writing
<i>Share</i>	3-5 min.	The teacher gathers students in the meeting area or calls for their attention while they remain at their reading or writing spots	Sets students up to share and celebrate the work they did that day	Sharing their learning with partners or the whole group

Reading

Within the Reading Workshop framework, teachers are able to incorporate different strategies and approaches daily in order to meet the individual needs of their students, based on real-time data. Teachers will explicitly teach reading comprehension skills and strategies, then students will work with partners and small groups and engage in independent work, all of which provide for multi-level learning. As students progress, reading instruction will focus on “reading to learn” rather than “learning to read.”

Through small group instruction and the rotational blended learning model, teachers are able to differentiate instruction and have students apply learned skills to text at their independent reading

level, and receive systematic decoding and fluency instruction if appropriate. Reading instruction will incorporate four main components:

Shared Reading: Focusing on comprehension, teachers will choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts.

Guided Reading: Teachers will target instruction based on the individual student needs through guided reading. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of a particular strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts. At other times, reading groups might be working on different strategies, again based on need. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

Letter and Word Study: Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the primary grades (TK/K-2) will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development. Spelling instruction will be based on a student’s developmental stage, as determined by administration of Star, Accelerated Reader, and Fountas & Pinnell. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

Independent Reading: Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often

teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

Reading Workshop Unit Titles⁷¹

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none"> ● We Are Readers ● Super Powers: <i>Reading with Print Strategies and Sight Word Power</i> ● Bigger Books, Bigger Reading Muscles ● Becoming Avid Readers
1 st Grade	<ul style="list-style-type: none"> ● Building Good Reading Habits ● Learning About the Word: <i>Reading Nonfiction</i> ● Readers Have Big Jobs to Do: <i>Fluency, Phonics, and Comprehension</i> ● Meeting Characters and Learning Lessons: <i>A Study of Story Elements</i>
2 nd Grade	<ul style="list-style-type: none"> ● Second-Grade Reading Growth Spurt ● Becoming Experts: <i>Reading Nonfiction</i> ● Bigger Books Mean Amping Up Reading Power ● Series Book Clubs
3 rd Grade	<ul style="list-style-type: none"> ● Building a Reading Life ● Reading to Learn ● Character Studies ● Research Clubs: <i>Elephants, Penguins, and Frogs, Oh My!</i>
4 th Grade	<ul style="list-style-type: none"> ● Interpreting Characters: <i>The Heart of the Story</i> ● Reading the Weather, Reading the World ● Reading History: <i>The American Revolution</i> ● Historical Fiction Clubs

Lucy Calkin’s Reading Units of Study Trade Books include:

TK/Kindergarten: *The Beetle Alphabet Book* by Jerry Pallotta; *Brown Bear, Brown Bear, What Do you See?* by Bill Martin; *The Carrot Seed* by Ruth Krauss; *Can You See the Eggs?* by Jenny Giles; *Dragonflies* by Margaret Hall; *Gossie* by Olivier Dunrea; *Honey Bees* by Martha E. Rustad; *Honey for Baby Bear* by Beverly Randell; *In the Garden* from Rigby; *Mouse Has Fun* by Phyllis Root; *Mrs. Wishy-Washy* by Joy Cowley; *My Bug Box* by Pat Blanchard & Joanne Suhr; *Not Norman: A Goldfish Story* by Kelly Bennett; *So Much!* by Trish Cooke; *The Three Billy Goats Gruff* by Paul Galdone; and *Wake Up Dad* by Beverly Randell.

⁷¹ <http://www.unitsofstudy.com/k5reading/>

Grade 1: *The Dinosaur Chase* by Hugh Price; *Frog and Toad Are Friends* by Arnold Label; *Gossie and Gertie* by Olivier Dunrea; *Hang On, Monkey!* by Susan B. Nueman; *Iris and Walter and the Field Trip* by Elissa Had; *Ish* by Peter Reynolds; *Kazam's Birds* by Amy Ehrlich; *Nr, Oytter & Tabby Drop the Ball* by Cynthia Rylant; *Ollie The Stomper* by Olivier Dunrea; *George and Martha: One More Time* by James Marshall; *Owls* by Mary R. Dunn; *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky; *Super Storms* by Seymour Simon; *Tumbleweed Stew* by Susan Stevens Crummel; *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yee.

Grade 2: *Days with Frog and Toad* by Arnold Lobel; *Happy Like Soccer* by Maribeth Boelts; *Houndsley and Catina* by James Howe; *Katie Woo Has the Flu* by Fran Manushkin; *Knights in Shining Armor* by Gail Gibbons; *Mercy Watson to the Rescue* by Kate DiCamillo; *Minnie and Moo Go Dancing* by Denys Cazet; *Owl Moon* by Jane Yolen; *The Stories Julian Tells* by Ann Cameron; *Those Darn Squirrels!* by Adam Rubin; *Tigers* by Laura Marsh; *Tigers* by Valerie Bodden

Grade 3: *Because of Winn-Dixie* by Katie DiCamillo; *Frogs!* by Elizabeth Carney; *Frogs and Toads* by Bobbie Kalman; *Gorillas* by Lori McManus; *The Life Cycle of an Emperor Penguin* by Bobbie Klman & Robin Johnson; *The Life Cycle of a Frog* by Bobbie Kalman & Kathryn Smithyman; *Make Way for Dyamode Daniel* by Nikki Grimes; *The Penguin, a Funny Bird* by Beatrice Fontanel; *Penguins* by Bobbie Kalman; *Peter's Chair* by Ezra Jack Keats; *Stone Fox* by John Reynolds Gardiner.

Grade 4: *The American Revolutionaries: A History in Their Own Words, 1750-1800* by Milton Meltzer; *Every Living Thing* by Cynthia Rylant; *Hurricane and Tornado* by Jack Challoner; *King George: What Was His Problem?* by Steve Sheinkin; *Liberty! How the Revolutionary War Began* by Lucille Recht Penner; *Number the Stars* by Lois Lowry; *The Revolutionary War* by Josh Gregory; *Rose Blanche* by Cristophe Gallaz; *The Split History of the American Revolution* by Michael Burgan; *The Tiger Rising* by Katie DiCamillo; *Weather* by Kathy Furgang.

In all grade levels, students will read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students also will determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Furthermore, they will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students will develop understanding in the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades TK-5 will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They also will assess how point of view or purpose shapes the content and style of a text.

As students integrate knowledge and ideas they read, they will evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also will delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as

the relevance and sufficiency of the evidence. As students progress in their range of reading and level of text complexity, they will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students will learn to understand complex text and ideas as well as reason, analyze, persuade, and problem solve. Students will encounter a significant representation of the best classic and contemporary literature including novels, biographies, essays and plays.

Beginning in TK/Kindergarten, students also will listen to stories and informational text and begin learning research strategies, completing reports based on multiple sources to demonstrate their comprehension. As students advance in reading levels, they will both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read. Reading strategies will be posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers will use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups will use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read alouds will be frequently connected to integrated curriculum units as they are taught in the classroom. Teachers will use a diversity of print and digital sources so that students integrate and evaluate content, visually and quantitatively, as well as in words.

English Learners and students who are struggling will be provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, students will listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

Writing

The Charter School sees writing as an essential component of both balanced literacy and college and career readiness. Thus, teachers will plan writing instruction with both the grade level content standards in mind and the CCSS anchor standards. Students will 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 will develop students' craft as they guide them through writing expository, persuasive, and narrative. Sometimes this will occur in a workshop model, while other times the instruction will be delivered in a more guided, directive manner, based on student need. The end goal of the Charter School's writing instruction is for students to develop a love of the written word, their ability to think critically and express their ideas, and hone their communication skills to benefit their future educational, career, and life endeavors.

The Charter School will adhere to Lucy Calkin’s 7 Essentials of Writing Instruction⁷²

- **Writing needs to be taught like any other basic skill**, with explicit instruction and ample opportunity for practice. Almost every day, every student needs between fifty and sixty minutes for writing instruction.
- **Students deserve to write for real**, to write the kinds of texts that they see in the world – nonfiction chapter books, persuasive letters, stories, lab reports, reviews, poems – and to write for an audience of readers, not just the teacher’s red pen.
- **Writers write to put meaning onto the page.** Young people will especially invest themselves in their writing if they write about subjects that are important to them. The easiest way to support investment in writing is to teach children to choose their own topics most of the time.
- **Children deserve to be explicitly taught how to write.** Instruction matters – and this includes instruction in spelling and conventions, as well as in the qualities and strategies of good writing.
- **Students deserve the opportunity and instruction necessary for them to cycle through the writing process** as they write: rehearsing, drafting, revising, editing, and publishing their writing.
- **Writers read.** For children to write well, they need opportunities to read and hear texts read, and to read as insiders, studying what other authors have done that they, too, could try.
- **Students deserve clear goals and frequent feedback.** They need to hear ways their writing is getting better and to know what their next steps might be.

Writing workshop follows the same format as Reading Workshop (detailed above), with a mini lesson, independent writing, conferencing and sharing.⁷³ The mini lesson will focus on a particular element or skill in writing. It is important that students are given the freedom to write about anything they want during their independent writing time and that they are expected to write at their level, this lowers the affective filter⁷⁴ and allows students to engage more fully in the writing experience. During independent writing time, students may come to a point at which they feel they are “done.” They will then begin conferencing, at times with the teacher and in other instances with a peer. Some writing may be developed into a final version after multiple conferences and edits. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author’s Chair, pair-share, or popcorn around the room. During this time, the teacher can also address listening and speaking standards. Teachers will model the process that teaches students to use the language of the genre and the standards, to refer to the author’s text to support comments and to provide specific feedback to help peers move forward.

Writing Workshop Unit Titles⁷⁵

⁷² <http://www.unitsofstudy.com/k5writing/>

⁷³ Caulkins, L. (1994), *The Art of Teaching Writing*, Portsmouth, NH: Heinemann.

⁷⁴ Krashen, S. (1982), *Principles and Practice in Second Language Acquisition*, Oxford: Pergamon Press.

⁷⁵ <http://www.unitsofstudy.com/k5writing/>

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none"> ● Launching the Writing Workshop ● Writer for Readers ● How-to Books: Writing to Teach Others
1 st Grade	<ul style="list-style-type: none"> ● Persuasive Writing of All Kinds: Using Words to Make a Change ● Small Moments: Writing with Focus, Detail, and Dialogue ● Nonfiction Chapter Books ● Writing Reviews
2 nd Grade	<ul style="list-style-type: none"> ● From Scenes to Series: Writing Fiction ● Lessons from the Master: Improving Narrative Writing ● Lab Reports and Science Books ● Writing About Reading
3 rd Grade	<ul style="list-style-type: none"> ● Poetry: Big Thoughts in Small Packages ● Crafting True Stories ● The Art of Information Writing ● Changing the World: Persuasive Speeches, Petitions, and Editorials
4 th Grade	<ul style="list-style-type: none"> ● Upon a Time: Adapting and Writing Fairy Tales ● The Arc of Story: Writing Realistic Fiction ● Boxes and Bullets: Personal and Persuasive Essays ● Bringing History to Life ● The Literary Essay: Writing About Fiction

Beginning in kindergarten, teachers in every grade will guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Examples of Increasing Levels of Depth and Complexity within Text Types & Purposes Standard 2: Write informative/explanatory texts:

Grade	Complexity
TK/K	Use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic.
1 st	Name a topic, supply some facts about the topic, and provide some sense of closure.
2 nd	Introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3 rd	Examine a topic and convey ideas and information clearly.

	<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>
4 th	<p>Examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
5 th	<p>Examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>

Lucy Calkin’s Writing Units of Study Trade Books:

TK/Kindergarten: *Creak! Said the Bed* by Phyllis Root; *Freight Train* by Donald Crews; *My First Soccer Game* by Alyssa Satin Capucilli

Grade 1: *Night of the Veggie Monster* by George McClements; *Sharks!* (National Geographic Reader) by Anne Schreiber; *Henry and Mudge and the Happy Cat* by Cynthia Rylant

Grade 2: *Owl Moon* by Jane Yolen; *The Leaving Morning* by Angela Johnson; *Forces and Motion* by John Graham; *Old Elm Speaks: Tree Poems* by Kristine O’Connell, George & Katie Kiesler

Grade 3: *Come On, Rain!* by Karen Hesse; *Deadliest Animals* (National Geographic Reader) by Melissa Stewart; *Prince Cinders* by Babette Cole

Grade 4: *Fireflies* by Julie Brinkloe; *Pecan Pie Baby* by Jacqueline Woodson; *Revolutionary War* (Cornerstones of Freedom series) by Josh Gregory; *Fox* by Margaret Wild & Ron Brooks

Speaking and Listening

For our youngest KIPPsters, speaking is a critical component to their vocabulary and language development, particularly for our EL students, but for all students in its contributing to their social development. Based on the ELA and ELD standards for listening, students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. In all classrooms, teachers will provide students with multiple opportunities to develop their skills as confident and effective speakers. Starting in TK/K, students will be taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening and effective speaking skills are practiced will include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writing Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, for example, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other's directions in order to correctly complete a task. Partner A will learn how to complete part of the task and give directions to Partner B, then the students will switch roles. Success depends on careful listening and clear speaking on the part of both students.

Teachers will use scaffolding strategies to help English Learners build confidence in communicating information and ideas in English. Additional structured speaking activities in class include Author's Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students will practice speaking clearly and using complete sentences during formal oral reports and presentations. Across grades the Lower School, through speaking and listening instruction, students will prepare for and participate effectively in a range of communication exchanges with varied partners, building on others' ideas and expressing their own ideas clearly and persuasively. They will integrate and evaluate information presented in diverse formats, including visually, quantitatively, and orally, and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Students, at varying levels of depth and complexity depending on their grade level, also will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will learn to adapt their speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Teachers will develop specific rubrics based on ELA and ELD standards that they will share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking and listening, enabling them to reflect on their own performance and the presentations of their peers.

Upper School (Grades 5-8)

In the Upper School, students will benefit from a rich array of reading and writing across all areas of the curriculum, building on the knowledge and habits they have developed in the Lower School and learning to read and write in a variety of contexts and areas. In ELA classes, they will learn to read different types of texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented using critical thinking and analysis. Students will read rigorous fiction and non-fiction texts, prose and poetry, including Shakespeare in 8th grade. Thematic learning will include embedded social studies/history and science themes throughout ELA, including reading literature from ancient cultures they are studying in 6th grade, to early American literature as they study the founding of our nation. Reading and Writing Workshop will continue to provide the foundation of the ELA program, along with online programs including Accelerated Reader and Achieve 3000 (See Curriculum Table below for complete list). Students will be able to access books online tied to their lexile levels. Teachers will continuously differentiate and scaffold instruction to ensure that each student is able to meet grade level standards, with the goal that all students complete 8th grade at or above grade level in reading.

In alignment with CCSS grade level standards, students will learn to diagram complex sentences, engage in close reading of complex content, debate and discuss what they have read, collaborate to exchange and evaluate information, and self-assess their own writing and analysis. Students will learn and gain expertise in writing that uses evidence to support a thesis, both in ELA as well as other classes. Students' understanding of the precise meaning of words, academic language, conventions of speech/written word, structural features of informational text and materials, and understanding fundamental elements of literature all support greater comprehension. Students continue to acquire and accurately use general academic language and domain-specific vocabulary.

The CCSS listening and speaking standards also will be implemented as students continue to give oral reports and presentations, discuss and debate what they are learning. Teachers will engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA classrooms, and in Science and History/Social Science classes. All teachers will emphasize close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level.

English 5

This course is designed to build upon the students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. The course will introduce students to various genres of literature through writing exercises often linked to the reading selections. Students will learn literary analysis skills. They will also learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions.

Reading Workshop Unit Titles

5th Grade

- Interpretation Book Clubs: *Analyzing Themes*
- Tackling Complexity: *Moving Up Levels of Nonfiction*
- Argument and Advocacy: *Researching Debatable Issues*
- Fantasy Book Clubs: *The Magic of Themes and Symbols*

Writing Workshop Unit Titles

5th Grade

- Narrative Craft
- The Lens of History: Research Reports
- Shaping Texts: From Essay and Narrative to Memoir
- The Research-Based Argument Essay

English 6

In 6th grade, students will analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence as they actively engage with text. They will learn to engage in deeper analysis of literature and informational text. Students in 6th grade also learn how to tell the difference among primary, secondary, and tertiary sources; determine if a given source is reliable; and understand the ethical uses of information. Students will construct their own research questions and explore the internet for answers.

Reading Workshop

6th Grade

- A Deep Study of Character
- Tapping the Power of Nonfiction
- Social Issues Book Clubs

Writing Workshop

6th

Examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

English 7: In 7th grade, students develop stronger communication skills and comprehension strategies, including connecting concepts and information between two or more texts and evaluating evidence more critically. Student writing similarly uses evidence to support claims and demonstrate a deeper understanding of concepts and ideas contained in readings.

Reading Workshop

7th Grade

- Investigating Characterization: Author Studies
- Essential Research Skills for Teens
- Historical Fiction Book Clubs

Writing Workshop

7th

Examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

English 8: In 8th grade, students analyze literature and discuss how modern works of fiction draw on traditional themes and characters. Students evaluate ideas and claims in non-fiction writing, debating and contrasting perspectives and the weight of evidence used to support arguments. Students write analyses and research reports based on their reading. Students also debate and discuss different arguments and learn to defend their own arguments with appropriate evidence.

Reading Workshop

8th Grade

- Dystopian Book Clubs
- Literary Nonfiction
- Critical Literacy: Unlocking Contemporary Fiction (coming in early 2020)

Writing Workshop

8th

Include career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

ENGLISH LANGUAGE DEVELOPMENT

We anticipate that we will have a significant English Learner population. As detailed more fully in the section on English Learners below, our goal is that all EL students will be reclassified within 4 years, while maintaining pride for their home language. School Leaders and teachers will continuously review student data aggregated to show EL students, and compare EL student performance to the standards during data reviews, which may be tracked using a standards-based pacing calendar. (Additional details about the use of data to inform instruction is included in Elements 2 and 3, below.)

We will have a two tiered approach to meeting the needs of EL students and ensuring that the CA ELD standards are implemented, starting with an integrated learning approach. Based on a substantial research base proving the benefits of a structured English integration program, the Charter School will implement a comprehensive structured integration program in every classroom, for our EL students. Teachers will use the ELD standards to assist in planning and assessing the progress of ELs. Students of limited English proficiency will receive the same academic content as those students who are native English speakers in alignment with KIPP SoCal’s English Learner Master Plan (attached in Appendix ___). All instruction will be in English, with teachers using Specially Designed Academic Instruction in English (“SDAIE”) strategies to enhance the English Language development of EL students. These strategies also are effective for English only students, as they implement strong teaching techniques. 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. (Additional details are provided in the English Learner section, below.) Language acquisition also will be 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.

The second tier of our ELD approach is explicit/designated English Language Development, which will rely largely on Susana Dutro’s EL Achieve Systematic ELD Framework⁷⁶ and DataWorks Launch to Literacy and Link to Literacy programs.⁷⁷ Systematic ELD is dedicated time and targeted instruction that provides:

- A solid English language foundation to fully engage in a range of academic and real life situations
- Instruction organized by English proficiency level that follows a continuum of linguistic skills
- An emphasis on oral and written language in rigorous and relevant tasks
- Ample opportunities for structured and purposeful interaction and collaboration.

During this designated ELD time in the bell schedule, EL students benefit from a focused approach on language development that build academic language -- both vocabulary and structure, provide fluency or language practice, and encourage students towards appropriately rigorous language outputs. EL Achieve describes this designated time as “meeting students at their instructional ‘sweet spot,’ [enabling teachers to] both fill and prevent gaps in [students’] language development. This accelerates language learning by making it more systematic, less ad-hoc. With that boost, students are better equipped to apply what they learn as they interact with peers, adults, and text throughout the day.”⁷⁸

KIPP SoCal LEA 16 will utilize DataWORKS’ online ELD curriculum *Launch to Literacy* and *Link to Literacy*, along with EL Achieve, for designated ELD instruction and interventions. DataWORKS’ comprehensive ELD curriculum addresses the five vital components of literacy instruction, as identified by the National Reading Panel, in a turn-key ELD curriculum for English learners.⁷⁹ The programs are composed of Explicit Direct Instruction (EDI) lessons that are organized by days, with an online pacing calendar divided into 32 weeks of instruction. The programs review previously taught concepts and skills by providing review days and spiraling the concepts and skills throughout the curriculum. Quizzes and assessments are provided with the program, enabling teachers to track standards-aligned mastery of specific skills and knowledge.

Launch to Literacy is a comprehensive English Language Development (ELD) program for English learners of any age who have little or no English proficiency or for native English speakers just learning to read.

⁷⁶ <http://www.elachieve.org/systematiceld.html>

⁷⁷ <https://dataworks-ed.com/curriculum/launch-to-literacy/> and <https://dataworks-ed.com/curriculum/link-to-literacy/>.

⁷⁸ <http://www.elachieve.org/systematiceld.html> (Systematic alignment with CA ELD standards).

⁷⁹ *DataWORKS Curriculum Services for K-12 Schools*. Dataworks Educational Research, dataworks-ed.com/curriculum/.

These learners are systematically taught how to read using the following elements of reading: Phonemic Awareness, Phonics, Spelling, Vocabulary, Comprehension Skills, Writing, and Language Skills. The phonetic elements are integrated throughout the program. Each literacy element of the program includes directions and other strategies to assist students in learning. The phonics and spelling components cover letter sounds and/or letter patterns in five-day increments.

Link to Literacy is a comprehensive program for ELs who have achieved an understanding of the fundamentals of phonics and phonemic awareness and are reading at a 3rd grade reading level and up. Students will focus on the following literacy elements: Language, Vocabulary, Reading comprehension and Writing. EDI lessons cover a range of topics such as: using simple verb tenses, determining the meaning of words using context clues, and determining the main purpose of a text. Flashcards are also incorporated throughout the curriculum to address topics like antonyms, homophones, and multiple-meaning words.

E.L. Achieve has developed instructional tools and resources to equip English learners to fully participate in all aspects of classroom life – listening with comprehension; speaking about ideas and concepts with accuracy and confidence; reading for varied purposes with understanding; and capably writing for a wide range of purposes.

As noted, please refer to the section on English Learners within Meeting the Needs of All Students, below, for a more thorough discussion of our approach to ensuring ELs develop proficiency and are reclassified in a timely fashion.

MATHEMATICS

The Charter School will implement 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 students will benefit from student-centered mathematics that is focused not only on them mastering the grade level content standards, but equally as much on the CCSS' eight standards for mathematical practice, so that our students learn to think and act like real-life mathematicians:

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.

(CA CCSS Standards for Mathematical Practice.)

Math instruction will emphasize both content and practice standards to help students develop math “habits of mind” for problem-solving and reasoning.

Table OV-4. Mathematical Content Domains (K–8) and Conceptual Categories (Higher Mathematics)

Grade	K	1	2	3	4	5	6	7	8	Higher Mathematics Conceptual Categories	
K–8 Domains	Counting and Cardinality (CC)						Ratios and Proportional Relationships (RP)		Functions (F)	Functions (F)	Modeling (★)
	Operations and Algebraic Thinking (OA)						Expression and Equations (EE)		Algebra (A)		
	Number and Operations in Base Ten (NBT)						The Number System (NS)		Number and Quantity (N)		
			Number and Operations—Fractions (NF)								
	Measurement and Data (MD)						Statistics and Probability (SP)		Statistics and Probability (S)		
	Geometry (G)						Geometry (G)		Geometry (G)		

(California CCSS 2016 Mathematics Framework, p. 25; <http://www.cde.ca.gov/ci/ma/cf/mathfwchapters.asp>)

Mathematics instruction will be 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.

The Charter School recognizes collaboration and communication as essential components of mathematics instruction, so classrooms will incorporate partner work, group work, and small group and whole class discourse as much as possible. Our ultimate goal is for our students to see mathematics as a joyful, creative process, and for them to engage in the discipline in a manner that hones their critical thinking skills and ability to collaboratively problem solve in the ways that the jobs of the future will require of them. In light of state mandates regarding Algebra instruction, mathematics instruction will have the ultimate goal of enabling all students to successfully complete Algebra I by the end of eighth grade.

Bridges (K-5) and Illustrative Mathematics (6-8) will form the primary basis of our mathematic curriculum, along with Cognitively Guided Instruction (CGI) practices. CGI is a methodology for problem

solving in which students are sense-makers who actively participate in the learning process. CGI has three major components: number sense routines, problem solving and counting collections.

Number Sense Routines: Also known as warm-ups or mental math, number sense routines are a way to engage the students in mathematical thinking at the start of a lesson. CGI capitalizes on the benefits of collaboration by using the Think, Pair, Share method to discuss math during this time. A teacher may propose a set of four numbers and ask students which one doesn't belong and why? First students will come up with some responses individually, then they will share with a partner, and finally the class will share out their ideas while the teacher charts them. While each student may have come up with 1-3 responses individually, by the end of the routine the class may have charted 15-20. The collective thinking lowers the affective filter for struggling students and pushes other students to strive higher. This number sense routine could be used for kindergarteners using single digit numbers or even shapes. The activity can also be used for Upper School by simply changing what is in the box such as number sentences, types of angles, three-dimensional shapes, algebraic equations. This particular number sense routine addresses Mathematical Practices 1, 3 and 8, but other routines would address different Mathematical Practices.

Problem Solving: Each day students will work on solving one real-world problem. The teacher will begin by providing some background and context for the problem and then review the problem itself to clarify vocabulary. Students will then tackle the problem using the tools at their disposal such as base 10 blocks, number lines, hundreds chart, unifix cubes and 10 frames. The most important part of the problem-solving time is the visual representation of the problem and how the student solved it. This, along with conversations with the student, will help the teacher understand what strategies he/she is using. This component is the core of the math lesson each day for all grades, with students in Upper School working on increasingly complex problems. These include more advanced operations (multiplication and division) and require the students to find not only products and results but groups, group size and make comparisons. Additionally, the numbers themselves increase in size and thus complexity. Problem solving in a CGI classroom addresses all eight Mathematical Practices but strongly correlates to 1, 3, 4 and 5.

Counting Collections: Counting Collections are an integral part of the CGI methodology in the Lower School, TK/K-4th grade. Simply put, students will obtain a bag of items and count them individually or with a partner and represent the collection visually as well. While students in TK/K will start with small collections of 5-15, they will work their way up to collections of 100. In higher grades, students will be counting into the thousands and will practice counting more complex items such as those that are pre-packaged (i.e. pencils in boxes that contain 12 pencils each).

Both Bridges (K-5) and Illustrative Mathematics (6-8) draw clear and concrete links to both practice and content standards of the CCSS and connect standards to the scope and sequence of units and topics covered for each grade. Through problem-based design approaches, Bridges and Illustrative Mathematics guide students to apply mathematical thinking and reasoning, collaboratively investigate

questions, and solve mathematical problems independently and with peers to develop their own conceptual understanding of key ideas and content. Problem-based lesson formats allow teachers to draw real-world connections with students, and supporting our broader school goals of building on the diversity of ability, perspective, and experiences students bring to the learning setting as tools to support learning in heterogeneous classrooms. Both programs are structured to include collaborative problem-solving activities, practice with concrete and abstract number concepts, an orientation towards accuracy and mastery, and personal connections to content.

In addition, both programs include additional materials that offer support for language and intervention supports as needed for students; these supplemental and complementary materials will enable teachers to differentiate and individualize instruction to ensure that all students are offered meaningful and appropriately challenging mathematics. For example, the Word Resource cards and suggested classroom activities included with Bridges will allow all students gain mastery of the mathematical academic vocabulary they need to engage with key concepts and solve problems through mathematical word study routines, graphic organizers, and use of terms for sharing mathematical thinking and reasoning. Bridges also provides Intervention materials specifically designed as “Tier 2” supports for students intended to complement regular math instruction based upon students’ particular needs for additional practice and support. The Bridges Intervention materials are organized by content rather than grade, and therefore allow teachers to maintain flexible grouping and targeted support for students based upon their specific learning needs, challenges, and strengths.

Illustrative Mathematics includes “Tier 2” supports designed for each grade level (6th, 7th, and 8th) to explicitly address key aspects of cognitive functioning: conceptual processing, expressive and receptive languages, visual-spatial processing, executive functioning, memory, social-emotional functioning, and fine-motor skills. These supports are “eliminate barriers that students may encounter that prevent them engaging with the important mathematical work of a lesson” (Illustrative Mathematics Teacher Guide, Grade 6). Illustrative Mathematics also has designed program materials and guidance for English Learners (EL) using principles drawn from Stanford University’s Understanding Language/SCALE, aimed at promoting equitable teaching and classroom assessment with support for all learners to engage.⁸⁰ These principles include: 1) support sense-making; 2) optimize output; 3) cultivate conversation; and 4) maximize linguistic and cognitive meta-awareness. To accomplish our goals of meaningful and rigorous mathematics learning for all students in our inclusive classrooms, these supports for the development of a shared and common language of mathematics are key.

In addition to providing a California CCSS-aligned scope and sequence, Bridges provides tables for each grade level that describe typical “characteristics” of mathematical practice standards for students to help teachers identify students’ developing skills and competencies in mathematical thinking and reasoning:

⁸⁰ Zwiers, et al, 2017.

Bridges Math (K-5)

Grade	Description
TK/K	Focus on procedures, concepts, and applications in two critical areas: <ul style="list-style-type: none">● Representing and comparing whole numbers● Describing shapes and space
1	Focus on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none">● Addition and subtraction within 20● Whole number relationships and place value● Linear measurement in non-standard units● Reasoning with shapes and their attributes
2	Focus on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none">● Extending understanding of base ten notation● Building fluency with addition and subtraction● Using standard units of linear measure● Describing and analyzing shapes
3	Focus on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none">● Developing understanding of multiplication and division and strategies for multiplication and division within 100● Develop understanding of fractions, especially unit fractions (fractions with numerator 1)● Developing understanding of the structure of rectangular arrays and of area● Describing and analyzing two-dimensional shapes
4	Focus on procedures, concepts, and applications in three critical areas: <ul style="list-style-type: none">● Developing understanding and fluency with multi-digit dividends● Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators● Understanding that geometric figures can be analyzed and classified based on their properties, such as parallel sides, perpendicular sides, particular angle measures, and symmetry

Upper School (Grades 5-8)

The first course in the Upper School math sequence, Math 5, relies on the Bridges curriculum (which spans K-5); grades 6-8 rely on the Illustrative Math curriculum detailed below.

Mathematics 5: Using the Bridges curriculum, students focus on procedures, concepts, and applications in three critical areas:

- Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)
- Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations
- Developing understanding of volume.

Illustrative Mathematics (6-8) identifies three kinds of alignments between standards and the learning activities within the sequenced materials, *building on*, *addressing*, and *building towards*; recognizing that particular standards can take weeks, months, or years to achieve, these distinctions between standards alignments allow teachers to hone in on individual students' progress towards mastery and conceptual understanding. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures.

As each unit progresses, students are systematically introduced to representations, contexts, concepts, language, and notation. As their learning progresses, students make connections between different representations and strategies, consolidating their conceptual understanding, and see and understand more efficient methods of solving problems, supporting the shift toward procedural fluency. The Illustrative Math pacing guide is included here, illustrating both the content and conceptual understandings that are covered over the course of each year:

Illustrative Mathematics Middle School Curriculum Pacing Guide

	Grade 6	Grade 7	Grade 8
week 1	Unit 1 Area and Surface Area (21–22 days)	Unit 1 Scale Drawings (13–15 days)	Unit 1 Rigid Transformations and Congruence (20 days)
week 2			
week 3			
week 4			
week 5	Unit 2 Introducing Ratios (19 days)	Unit 2 Introducing Proportional Relationships (17 days)	Unit 2 Dilations, Similarity, and Introducing Slope (15 days)
week 6			
week 7			
week 8	Unit 3 Unit Rates and Percentages (18–19 days)	Unit 3 Measuring Circles (11–13 days)	Unit 3 Linear Relationships (17 days)
week 9			
week 10			
week 11			
week 12			
week 13	Unit 4 Dividing Fractions (20 days)	Unit 4 Proportional Relationships and Percentages (17–19 days)	Unit 4 Linear Equations and Linear Systems (18 days)
week 14			
week 15	Unit 5 Arithmetic in Base Ten (16–18 days)	Unit 5 Rational Number Arithmetic (19 days)	Unit 5 Functions and Volume (25 days)
week 16			
week 17			
week 18			
week 19	Unit 6 Expressions and Equations (18–20 days)	Unit 6 Expressions, Equations, and Inequalities (25 days)	Unit 6 Associations in Data (12–13 days)
week 20			
week 21			
week 22			
week 23			
week 24	Unit 7 Rational Numbers (20 days)	Unit 7 Angles, Triangles, and Prisms (19 days)	Unit 7 Exponents and Scientific Notation (18 days)
week 25			
week 26			
week 27	Unit 8 Data Sets and Distributions (21 days)	Unit 8 Probability and Sampling (20–22 days)	Unit 8 Pythagorean Theorem and Irrational Numbers (17 days)
week 28			
week 29			
week 30			
week 31	Unit 9 Putting It All Together (0–18 days)	Unit 9 Putting It All Together (0–13 days)	Unit 9 Putting it All Together (0–10 days)
week 32			
week 33			
week 34			
week 35			
week 36			

(<https://curriculum.illustrativemathematics.org/MS/teachers/index.html>)

The distributed practice problems give students ongoing practice, which also supports developing procedural proficiency. Students have opportunities to make connections to real-world contexts throughout the materials. Carefully chosen anchor contexts are used to motivate new mathematical concepts, and students have many opportunities to make connections between contexts and the

concepts they are learning. Selected activities are structured using *Five Practices for Orchestrating Productive Mathematical Discussions* (Smith & Stein, 2011).

Different instructional tasks serve different purposes. Examples include:

- provide experience with a new context
- introduce a new concept and associated language
- introduce a new representation
- formalize the definition of a term for an idea previously encountered informally
- identify and resolve common mistakes and misconceptions
- practice using mathematical language
- work toward mastery of a concept or procedure
- provide an opportunity to apply mathematics to a modeling or other application problem

Mathematics 6: Grade 6 begins with a unit on reasoning about area and understanding and applying concepts of surface area. Materials incorporate opportunities to practice elementary arithmetic concepts and skills through warm-ups, in the context of instructional tasks, and in practice problems as they are reinforcing the concepts they are learning in the unit. Students encounter plenty of examples of a mathematical or statistical idea in various contexts. Students will study algebraic expressions.

Mathematics 7: As in grade 6, students start grade 7 by studying scale drawings, an engaging geometric topic that supports the subsequent work on proportional relationships. Students use arithmetic understanding and skills learned in 6th grade. Geometry and proportional relationships are also interwoven, with the important proportional relationship between a circle's circumference and its diameter studied. Students study operations with rational numbers, both positive and negative, and work on operations on rational numbers, with emphasis on the role of the properties of operations in determining the rules for operating with negative numbers. Students also learn about expressions and equations, putting their arithmetical and algebraic skills to work in units on angles, triangles, and prisms, and on probability and sampling.

Mathematics 8: Students begin grade 8 with transformational geometry. They study rigid transformations and congruence, then dilations and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. They expand their ability to work with linear equations in one and two variables. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. They learn that linear relationships are an example of a special kind of relationship called a function. They apply their understanding of linear relationships and functions to contexts involving data with variability. They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem.

Science

Establishing a strong foundation in science will enable students to critically observe the world and develop their intuition, observation, thinking, and analytical skills. Lower School students will participate in four 3–4 week science units per school year, with Science alternating with History/Social Science in the bell schedule. Each unit will focus on a different strand of science: life science, physical science, earth and space science, or technology.

Using Amplify Science California curriculum,⁸¹ authored by UC Berkeley’s Lawrence Hall of Science, our science instruction will develop mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings. As the Hall’s first curriculum designed to address the new science standards, Amplify Science reflects state-of-the-art practices in science teaching and learning. As outlined in CCSS/NGSS, students will study the Earth Sciences, Life Science, and Physical Science at the appropriate grade levels. Amplify Science California blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Each unit of Amplify Science California engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. Amplify Science California is rooted in the Lawrence Hall of Science’s Do, Talk, Read, Write, Visualize model of learning. This research-based approach presents students with multiple modalities through which to explore the curriculum.

Through their investigations, students engage with authentic content rich texts that allow them to obtain evidence, develop research and close reading skills, and construct arguments. Throughout the Amplify Science California curriculum, students actively share and discuss evidence and work together to determine what claim the evidence supports. As they collaborate and engage in debate, they are practicing vital aspects of constructing explanations and argumentation, such as:

- Deeply understanding evidence
- Working with others to understand the meaning of evidence
- Convincing others that their claim is the most sound
- Providing logical reasoning to support their claims

In addition to high quality instructional lessons and materials, Amplify provides end-of-unit and benchmark assessments (starting in grade 3) to ensure student mastery of content and prepare students for the rigors of high stakes testing in the upper grades. Amplify Science California includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning. Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences.

⁸¹ “Amplify Science California.” *Amplify*, Great Minds, [amplify.com/programs/amplify-science/?state=CA](https://www.amplify.com/programs/amplify-science/?state=CA).

Amplify Science will be supplemented with programs such as Science and Technology for Children (“STC”) modules. 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. STC was developed by the National Science Resources Center, which also supports Amplify (and its predecessor, FOSS, also developed by Lawrence Hall of Science at UC Berkeley). STC offers modules in technology as well as in life, physical and earth science.

Lower School

TK/Kindergarten: Students will engage in scientific study in the following units:

Needs of Plants and Animals: Students take on the role of scientists in order to figure out why there have been no monarch caterpillars in the community garden since vegetables were planted. They investigate how plants and animals get what they need to live and grow, and make a new plan for the community garden that provides for the needs of the monarch caterpillars in addition to producing vegetables for humans.

Pushes and Pulls: Students take on the role of pinball machine engineers as they investigate the effects of forces on the motion of an object. They conduct tests in their own prototypes (models) of a pinball machine and use what they learn to contribute to the design of a class pinball machine. Over the course of the unit, students construct a foundational understanding of why things move in different ways.

Sunlight and Weather: The principals of Woodland Elementary and Carver Elementary need student weather scientists to help them explain why Woodland’s playground is warmer than Carver’s at recess. Students gather data from models of the sun and Earth’s surface and observe their own playgrounds to figure out how sunlight causes changes in the temperatures of different surfaces. Students then use models to figure out why Woodland’s playground sometimes floods.

Grade 1: Students will engage in scientific study in the following units:

Animal and Plant Defenses: Students play the role of marine scientists. In their role, students apply their understanding of plant and animal defense structures to explain to aquarium visitors how a sea turtle and her offspring can defend themselves from ocean predators when they are released into the wild.

Light and Sound: Students take on the role of light and sound engineers for a puppet show company as they investigate cause and effect relationships to learn about the nature of light and sound. They apply what they learn to design shadow scenery and sound effects for a puppet show.

Spinning Earth: As sky scientists, students explain why a boy living in a place near them sees different things in the sky than his grandma does when he talks to her on the phone. Students record, organize, and analyze observations of the sun and other sky objects as they look for patterns and make sense of the cycle of daytime and nighttime.

Grade 2: Students will engage in scientific investigation through the following units:

Plant and Animal Relationships: In their role as plant scientists, students work to figure out why there are no new chalta trees growing in the Bengal Tiger Reserve, which is part of a broadleaf forest. Students investigate what the chalta tree needs to survive, then collect and analyze qualitative and quantitative data to solve the mystery.

Properties of Materials: As glue engineers, students are challenged to create a glue for use at their school that meets a set of design goals. Students present an evidence-based argument for why their glue mixture will be good for their school to use.

Changing Landforms: The director of the Oceanside Recreation Center gets a scare when a nearby cliff collapses overnight. Research reveals that the distance between the Recreation Center's flagpole and the edge of the cliff have changed over time. Students play the role of geologists and work to figure out why the cliff has changed over time. Based on what they learn about erosion, they advise on whether it is safe to keep the center open even though the cliff is changing.

Grade 3: Students will engage in scientific investigation through the following units:

Balancing Forces: People in Faraday are excited to hear that a new train service will be built for their city, but concerned when they hear that it will be a floating train. Students are challenged to figure out how a floating train works in order to explain it to the citizens of Faraday. They develop models of how the train rises, floats, and then falls back to the track, and then write an explanation of how the train works.

Inheritance and Traits: Students play the role of wildlife biologists working in Greystone National Park. They study two wolf packs and are challenged to figure out why an adopted wolf ("Wolf 44") in one of the packs has certain traits. Students observe variation between and within different species, investigate inherited traits and those that result from the environment, and explain the origin of several of the adopted wolf's traits.

Environments and Survival: In their role as biomimicry engineers, students work to figure out how the traits of grove snails affect their survival in different environments. They then explore how the traits of different organisms make them more likely or less likely to survive, collecting and interpreting data to understand how organisms' traits affect their survival in different

environments. Students then apply their understanding to a new challenge: designing effective solutions for the removal of invasive plants.

Weather and Climate: In their role as meteorologists, students gather evidence to decide where to build an orangutan reserve by analyzing patterns in weather data. After choosing the strongest evidence, students use data to make arguments about which of three fictional islands has weather most like that of orangutans' existing habitats, Borneo and Sumatra. They then discern patterns in the locations of natural hazards in order to figure out which ones the Wildlife Protection Organization must prepare for.

Grade 4: Students will engage in scientific investigation through the following units:

Energy Conversions: Students take on the role of systems engineers for Ergstown, a fictional town that experiences frequent blackouts, and explore reasons why an electrical system can fail. Students apply what they learned as they choose new energy sources and energy converters for the town, then write arguments for why their design choices will make the town's electrical system more reliable.

Vision and Light: As conservation biologists, students work to figure out why a population of Tokay geckos has decreased since the installation of new highway lights in the rainforest. Students use their understanding of vision, light, and information processing to figure out why an increase in light in the geckos' habitat is affecting the population.

Earth's Features: Playing the role of geologists, students help the director of Desert Rocks National Park explain how and when a particular fossil formed and how it came to be in its current location. Students figure out what the environment of the park was like in the past and why it has so many visible rock layers.

Waves, Energy and Information: In their role as marine scientists, students work to figure out how mother dolphins communicate with their calves. They write a series of scientific explanations with diagrams to demonstrate their growing understanding of how sound waves travel. Then they apply what they've learned about waves, energy, and patterns in communication to figure out how to create patterns that can communicate information over distances.

Upper School

Science 5: Students will engage in scientific investigation through the following units:

Patterns of Earth and Sky: Playing the role of astronomers, students help a team of archaeologists figure out what the missing piece of a recently discovered artifact might have

depicted. As they learn about the sun and other stars and the movement of Earth, students can explain what is shown on the artifact and what might be on the missing piece.

Modeling Matter: In their role as food scientists at a fictional company, students are introduced to the idea that all matter is made of particles too small to see, and that each different substance is made of particles (molecules) that are unique. They are then challenged to solve two problems: one requires them to separate a mixture, and the other requires them to make unmixable substances mix. Students are challenged to use the particulate model of matter to explain their work to the CEO of the company.

The Earth System: The cities of East Ferris and West Ferris are located on different sides of a mountain on the fictional Ferris Island. East Ferris is having a water shortage while West Ferris is not. As water resource engineers, students learn about the Earth system to help figure out what is causing the water shortage problem and design possible solutions, including freshwater collection systems and proposals for using chemical reactions to treat wastewater.

Ecosystem Restoration: As ecologists, students work to figure out why the organisms in a part of a Costa Rican rainforest ecosystem aren't growing and thriving. As they solve this problem, students learn more generally how organisms in an ecosystem get the matter and energy they need to survive, and then write a series of restoration plans that include arguments about why the rainforest ecosystem is not thriving and recommend actions to restore its health.

Science 6: Students will engage in scientific investigation through the following units:

Microbiome: There is evidence to suggest that the approximately 100 trillion bacteria living on and in the human body may correlate to many different health conditions. Further, altering one's microbiome can result in altering one's health for better or worse. Most notably, a treatment known as a fecal transplant—a transplant that involves using microorganisms from one person's healthy gut microbiome to cure another person who is suffering from a potentially deadly infection—has been under review. Students take on the role of student researchers to figure out why a fecal transplant cured a patient suffering from a *C. difficile* infection.

Metabolism: Through inhabiting the role of medical students in a hospital, students are able to draw connections between the large-scale, macro-level experiences of the body and the micro-level processes that make the body function as they first diagnose a patient and then analyze the metabolism of world-class athletes. They uncover how body systems work together to bring molecules from food and air to the trillions of cells in the human body.

Metabolism: Engineering Internship: Students act as food engineering interns to design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients

and rescue workers. These plans must meet three design criteria: 1) addressing the metabolic needs of a target population; 2) tasting as good as possible; and 3) minimizing costs while serving as many people as possible. Students focus on the practice of considering trade-offs while designing solutions to deepen their understanding of metabolism. They also consider questions of scale, proportion, and quantity as different proportions of types of molecules affect a body's health and metabolism.

Traits and Reproduction: Scientists and engineers are investigating possible ways spider silk can be used for medical purposes, such as for artificial tendons. Students act as student geneticists to investigate what causes variation in spider silk traits. Specifically, they explain why parent spiders have offspring with widely varied silk flexibility traits. They uncover the roles of proteins and genes and the way that genes are inherited.

Thermal Energy: In their role as student thermal scientists, students work with the principal of the fictional Riverdale School to help the school choose a new heating system. They compare a system that heats a small amount of water with one that uses a larger amount of cooler groundwater. Students discover that observed temperature changes can be explained by the movement of molecules, which facilitates the transfer of kinetic energy from one place to another. As they analyze the two heating system options, students learn to distinguish between temperature and energy, and to explain how energy will transfer from a warmer object to a colder object until the temperature of the two objects reaches equilibrium.

Ocean, Atmosphere, and Climate: Students act as student climatologists helping a group of farmers near Christchurch figure out the cause of significantly colder air temperatures during the El Niño climate event. To solve the puzzle, students investigate what causes regional climates. They learn about energy from the sun and energy transfer between Earth's surface and atmosphere, ocean currents, and prevailing winds.

Weather Patterns: Weather is a complex system that affects our daily lives. Understanding how weather events, such as severe rainstorms, take place is important for students to conceptualize weather events in their own community. Students play the role of student forensic meteorologists as they discover how water vapor, temperature, energy transfer, and wind influence local weather patterns in a fictional town called Galetown. They use what they have learned to explain what may have caused rainstorms in Galetown to be unusually severe in recent years.

Earth's Changing Climate: In the role of student climatologists, students investigate what is causing ice on Earth's surface to melt in order to help the fictional World Climate Institute educate the public about the processes involved. Students consider claims about changes to energy from the sun, to the atmosphere, to Earth's surface, or in human activities as contributing to climate change.

Earth's Changing Climate: Engineering Internship: Students act as civil engineering interns to design a plan to modify a city's roofs in order to reduce the city's impact on climate change. These plans must meet three design criteria: 1) reducing impact on the climate; 2) preserving the city's historic character; and 3) minimizing costs. Students focus on the practice of isolating variables in planning and conducting tests to deepen their understanding of climate change. They also learn about the cause-and-effect mechanisms involved as changes to albedo and combustion of fossil fuels affect climate.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Science 7: Students in grade 7 will engage in the following units:

Geology on Mars: Evidence that water was once present on a planet is evidence that the planet may once have had living organisms. In their role as student planetary geologists working to investigate the planet Mars, students investigate whether a particular channel on Mars was caused by flowing water or flowing lava. Along the way, students engage in the practices and ways of thinking particular to planetary geologists, and learn to consider a planet as a system of interacting subsystems.

Plate Motion: Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America. They learn that the surface of the Earth has changed dramatically over the Earth's history, with continents and ocean basins changing shape and arrangement due to the motion of tectonic plates. They also learn that as the Earth's surface changes, fossils that formed together may be split apart.

Plate Motion: Engineering Internship: Students act as mechanical engineering interns to design a tsunami warning system for the Indian Ocean region. These warning systems must meet three design criteria: 1) giving people as much warning time as possible to move to safety; 2) causing as few false alarms as possible; and 3) minimizing costs as much as possible. Students communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs.

Rock Transformations: Taking on the role of student geologists, students investigate a geologic puzzle: Two rock samples, one from the Great Plains and one from the Rocky Mountains, look very different but are composed of a surprisingly similar mix of minerals. Did the rocks form together and somehow get split apart? Or did one rock form first, and then the other rock form from the materials of the first rock? To solve the mystery, students learn about how rock forms and transforms, driven by different energy sources.

Phase Change: Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan. One team of scientists at the Universal Space Agency claims that the lake evaporated, while the other team of scientists claims that the lake froze. The students' assignment is to determine what happened to the lake. They discover what causes phase changes, including the role of energy transfer and attraction between molecules.

Phase Change: Engineering Internship: Students act as chemical engineering interns to design an incubator for low-birthweight babies. Phase change materials (PCMs) are substances that store and release large amounts of energy during the phase changes of melting and freezing. Since they can easily be reused, PCMs are useful for everyday situations that require temperature control. Students select a combination of PCMs and an insulating lining material, applying concepts about phase change and energy transfer.

Chemical Reactions: In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield. They analyze a brown substance that is in the water, the iron that the town's pipes are made of, and a substance from fertilizer found to have contaminated the wells that are the source of the town's water. Students use their findings to explain the source of the contaminating substance.

Populations and Resources: Glacier Sea has seen an alarming increase in the moon jelly population. In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause. Jellyfish population blooms have become common in recent years and offer an intriguing context to learn about populations and resources.

Matter and Energy in Ecosystems: Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but ran into problems. In the role of ecologists, students discover how all the organisms in an ecosystem get the resources they need to release energy. Carbon cycles through an ecosystem due to organisms' production and use of energy storage molecules. Students build an understanding of this cycling—including the role of photosynthesis—as they solve the mystery of the biodome collapse.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Science 8: Students in grade 8 engage in the following units:

Harnessing Human Energy: Energy-harvesting backpacks, rocking chairs, and knee braces are just a few of the devices that have been created to capture human energy and use it to power electrical devices. Students assume the role of student energy scientists in order to help a team of rescue workers find a way to get energy to the batteries in their equipment during rescue

missions. To do so, students learn about potential and kinetic energy, energy conversions, and energy transformations.

Force and Motion: In the role of student physicists, students help solve a physics mystery from outer space. A pod returning with asteroid samples should have stopped and docked at the space station. Instead, it is now moving back away from the station, and the video feed showing what happened in the seconds during which it reversed direction has been lost. Did the pod reverse before it got to the space station, or did it hit the station and bounced off? Students explore principles of force, motion, mass, and collisions as they solve this mystery.

Force and Motion: Engineering Internship: Students act as mechanical engineering interns to design delivery pods—pods of emergency supplies that will be dropped in areas experiencing a natural disaster. These delivery pods must meet three design criteria: 1) limiting the amount of damage to the cargo during the drop; 2) reusing the pod’s shell as much as possible (for example, as emergency shelter); and 3) minimizing the cost of the pod as much as possible. Students focus on the practice of analyzing data to deepen their understanding of force and motion. They also learn about how structure and function are interrelated to determine the integrity and, therefore, success of their pods.

Magnetic Fields: As student physicists consulting for the fictional Universal Space Agency, students work to understand the function of a magnetic spacecraft launcher (a simplified version of real technology currently under development). In particular, they seek to explain why a particular test launched the spacecraft much faster than expected. To do this, they investigate how magnets move some objects at a distance, the source of the energy for that movement, and what causes differences in the energy and forces involved.

Light Waves: Australia has one of the highest skin cancer rates in the world: More than half of the people who live there will be diagnosed with skin cancer in their lifetime. In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials, and how these interactions affect our world—from the colors we see, to changes caused by light from the sun such as warmth, growth, and damage. Students use what they learn about light to explain the causes of Australia’s skin cancer problem.

Earth, Moon, and Sun: Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the moon. In order to provide this advice, students investigate where the moon’s light comes from, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomena such as particular moon phases and lunar eclipses.

Natural Selection: According to local legend around Oregon State Park, three unfortunate campers were found dead at their campsite and investigators found only one clue—a rough-

skinned newt inside the coffeepot that the campers used to make their morning coffee. Student biologists investigate what caused the roughskinned newts of Oregon State Park to become so poisonous by uncovering mechanisms of natural selection—investigating variation in populations, survival and reproduction, and mutation.

Natural Selection: Engineering Internship: Students act as biomedical engineering interns to design a malaria treatment plan. These treatment plans must reduce the population of malaria plasmodia while meeting three design criteria: 1) limiting the amount of the drug-resistance trait that develops in the population; 2) minimizing the side effects caused by the treatment; and 3) minimizing the treatment costs while treating as many patients as possible. Students focus on the practice of analyzing data to deepen their understanding of natural selection. They also learn about the cause-and-effect mechanisms involved when rates of death and reproduction can lead to increased drug resistance in the plasmodia population.

Evolutionary History: Students act as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time? Students learn how to interpret similarities and differences among fossils, investigate how natural selection can lead to one population becoming two different species, and investigate evolution over vast periods of time.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

SOCIAL STUDIES

Our goal is that KIPPsters will become leaders who will ignite transformative change in thought and action for their community. The Charter School will implement a social studies program that focuses on developing students who have a strong sense of self-identity and use critical thought to read the world around them. We will nurture critical thinking by using the CCSS and History-Social Science Content Standards and Frameworks to drive all social studies lessons objectives.

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

Our curriculum shares the same three goals as the History/Social Science Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students will gain an understanding of human history as well as how our society and the world work. The curriculum not only supports student acquisition of core knowledge of the world's eras and civilizations, but also develops the critical thinking skills that historians and social scientists employ

to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Broad social studies themes and content will cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, and the arts. Learning activities will engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

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

Teachers will use social studies materials from the Teachers’ Curriculum Institute (TCI), which weaves educational research with interactive instructional strategies and project-based learning. Social Studies Alive! (K-5) and History Alive! (6-8), provide standards-based, spiraled curriculum in which students work in cooperative groups to learn progressively more difficult concepts through a process of step-by-step discovery.

Lower School

Reading and writing instruction will align with social studies by examining primary sources, reading historic literature, conducting research, writing and presenting findings. Much of the grade level reading material is presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students’ comprehension levels. Social studies also includes instruction in expository writing.

Social Studies Alive! (K-5) which includes age-appropriate themes for each grade level:

Kindergarten	Me and My World explores the relationships in students’ lives with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world.
1 st Grade	My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.
2 nd Grade	My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community.
3 rd Grade	Our Community and Beyond broadens students’ awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.

4 th Grade	Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history. (https://www.teachtci.com/social-studies/elementary-school/)
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Upper School

To help our students become agents of change who positively impact the community, our Upper School social studies classes will aim to develop a strong sense of history and social, economic, and political trends over time is essential. During their time at the Charter School, students will develop their historical and social sciences analysis skills through developing the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, point of view, and historical interpretation. Lesson plans will be developed with an eye towards mastery of the CCSS for ELA and California Content Standards for History-Social Science.

Social studies instruction will utilize *History Alive!* and document-based approach (“DBQ”) combined with exploration using realia, primary and secondary resources, as well as watching media clips that bring certain topics to life for the students. Students will have the opportunity to conduct research and seek resources to deepen their knowledge based on a particular topic.

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

In accordance with the standards, the curriculum for fifth through eighth grades will be organized around the broad topics listed below by grade level. Encompassed within the broad theme for each grade are all state standards that build upon prior knowledge, intertwine geography instruction, and deepen students understanding of our world and how it has come to be. Outlined below are the broad instructional themes for each grade level.

Social Studies 5

In fifth grade, students will learn how Europeans explored, adapted to, and established settlements in the Americas. Students will hypothesize the geographic origins of American Indian artifacts, analyzing and bringing to life images depicting European exploration and settlement. Students will also develop map-reading skills, including the difference between relative location and measuring distance using scale. Students will also learn to read and analyze six types of thematic maps that geographers use to represent the world.

Social Studies 6

In sixth grade, students will study the beginning of the human story with exploration into the great early civilizations of Egypt, India, China, Greece and Rome. Students will learn about the earliest humans, agriculture, development of tools, and the gathering way of life. Students will be introduced to the

patterns, systems, and processes of human and physical geography, understanding how these geographies continually experienced change. Students will have the opportunity to explore many ancient texts and visual imageries, discovering the secrets of these ancient cultures that continue to influence the modern world.

Social Studies 7

In grade seven students will study the medieval world and beyond, exploring the legacy of civilizations from Europe, Africa, Middle East, Asia, and the Americas. Students will study the rise and fall of empires, trace the development of medieval civilizations, and make connection with regional and present-day world maps. Students will use archaeology evidence and source documentation to explore the change and movements of people, ideas, products, and religions that took place during medieval and early modern times. For example, students will learn about the fall of the Roman Empire and the rise of the Byzantine Empire, examining the contributions and influences of ancient Rome on modern society.

Social Studies 8

In grade eight, student will study the Constitution, the American Revolution, the Declaration of Independence, the thirteen colonies and the American westward expansion, with a focus on economic and industrial developments. Students will study major ideas and issues – equality, liberty, justice – and their changing definitions over time. Students will concentrate on critical and major events through the lens of people who were directly involved, with a focus on inquiry-based questions using research and critical thinking. Students will use and evaluate primary sources, historical documents and online resources to responsibly and thoughtfully access and interpret information.

PHYSICAL EDUCATION AND HEALTH

As we strive to develop the whole child, physical education is an important component of the Charter School's program. Physical education classes will develop the students' motor skills while promoting good health habits that will have a significant effect on students' overall well-being. In addition, students will develop sportsmanship and teamwork skills. Physical education lessons will be driven by measurable objectives linked towards mastering the grade-level standards in physical education. The program will be organized in accordance with the Physical Education Model Content Standards at each grade level which follow these overarching standards. KIPP So Cal LEA 16 will incorporate relevant 2019 Health Education Framework standards when published, and as applicable:

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

- **Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

To address the aforementioned content standards, we will break up the year-by-year physical education period into strands: concepts of play and games, sports (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.

AS DETAILED IN ELEMENT 6, THE CHARTER SCHOOL WILL COMPLY WITH THE REQUIREMENTS OF THE CALIFORNIA HEALTHY YOUTH ACT (EDUCATION CODE SECTIONS 51930, ET SEQ.). THUS, THE CHARTER SCHOOL SHALL TEACH SEXUAL HEALTH EDUCATION AND HIV PREVENTION EDUCATION TO STUDENTS IN GRADES 7-8, AT LEAST ONCE.

VISUAL AND PERFORMING ARTS

To further develop the whole child and build upon students' innate talents, we will offer instruction in Visual and Performing Arts at each grade level. Teachers will develop lessons based upon the new 2019 California Visual and Performing Art Standards at each grade level, pushing students to develop their skills in visual expression over time. Lessons will ensure that both authentic and other types of objective assessments are used to ensure students are mastering the standards.

In visual art, dance and music lessons, instruction will be organized to target the strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

The Charter School believes a high-quality music program ultimately benefits student through raising academic achievement, building transferable skills, heightening motivation, increasing engagement, developing sound habits of mind, and sharpening social competencies.⁸² As students progress through our music program, we will empower them to take increasingly greater ownership of their learning, to rely on their intellect, and to broaden their musical taste.

Lower School

Visual art will be used as a lens to learn about local cultural and community history and encourage students to think creatively about community challenges. For example, TK-4 students will study local murals and understand the events that inspired those murals. Similarly, TK-4 students will engage in the Design Thinking process in art classes to identify challenges around them, brainstorm solutions, prototype models, and finally develop products. Design thinking has come to be defined as combining

⁸² <http://syncproject.co/blog/2015/11/9/music-enhances-social-skills>
<https://www.psychologytoday.com/us/blog/the-athletes-way/201906/music-participation-is-linked-teens-academic-achievement>
<https://www.nd.gov/dhs/dvr/individual/modules/M8-Handout-Transferable-Skills.pdf>
<https://thepsychologist.bps.org.uk/volume-22/edition-12/motivating-musical-learning>
<https://www.teachermagazine.com.au/articles/music-and-the-habits-of-the-mind>

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.⁸³ The premise of teaching Design Thinking is that by knowing about how to successfully approach and solve difficult, multi-dimensional problems individuals will be able to improve their own problem-solving processes and skills. This line of inquiry will help empower students to affect positive change in the world around them.

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

A robust music education program – vocal and instrumental -- also will be central to the Charter School’s whole-child approach to education. Lower school students will develop an appreciation of music, a love of experimentation and fun, and the knowledge that anyone can make music. During music class, students will develop and refine rhythmic reading skills and knowledge of music notation. We will incorporate instruments in order to build stronger musicianship.⁸⁴ Students will take ownership of their musical skills through creative composition and expression and will value performance as an outlet to demonstrate these skills.

Finally, dance lessons will be incorporated at the Lower School level, with introduction to various types of dance and choreographed movement, to help students learn self-discipline with their movements and another form of artistic expression. Dance will help students increase their flexibility and strength. As with other arts, culture and historical lessons will be integrated with dance, with alignment to students’ core studies wherever possible.

Upper School

Fundamentals of Art

This is a basic course in the fundamentals of art expression that will be taught to the middle grade visual arts standards. Students will learn about aesthetic perception, creative expression, art heritage, and aesthetic valuing and their applications with experiences in drawing, painting, design, crafts, ceramics, printmaking, graphics, sculpture, design, and/or lettering.

Mixed Media

This course will combine competencies in film, video, computer, and live production, as well as foundational knowledge in design to introduce students to a variety of jobs in the multimedia-

⁸³ <https://resonanceglobal.com/design-thinking-partnerships/>

⁸⁴ As documented in Appendix D on the Budget and Financials, KIPP SoCal has a solid reserve of unrestricted philanthropy that is used, in part, to help launch new schools. To the extent any existing budget funds do not cover expenses such as purchasing musical instruments, the KIPP SoCal central office fund will cover these costs.

communications workforce. Instruction will focus on the interaction between media sources in live, recorded, and web-based productions. Students will develop skills in computer design, film and video production, lighting, sound, and projection design, and print media design. Students will also explore career options within this rapidly expanding industry sector.

Instrumental Music

This course will provide individual class instrumental instruction (brass, guitar, keyboard, digital, percussion, recorders, strings, woodwinds) where students learn to play specific instruments and identify their unique contributions to various types of ensembles; a study of the elements of music. Students will learn to read music and will be taught to the proficient and/or advanced music standards. This class will perform as a group at the end of the course to demonstration of learning.

Voice

Students will learn to use their voices appropriately by singing various types of music, especially chosen for the unique characteristics of their voice (such as range, timbre, tessitura). They will also study the elements of music and learn to read music.

Dance

This course will focus on dance and rhythmic expression through body movement. The course will emphasize expressive movement with multiple dance styles (ballet, jazz, modern, tap, etc.) and will be instructed to middle grade arts standards. Students will explore movement through various forms of dance from many cultures that use dance in work and leisure activities.

As the school grows, additional arts courses may be added based on student interest, for example advanced instrumental music ensembles, Chorus, different types of dance and so on.

WORLD LANGUAGES (SPANISH)

Upper School

The Charter School believes we should educate students who are equipped linguistically and culturally to communicate and thrive in their community and abroad. In 7th and 8th grades, the Charter School will offer a structured Spanish language program, offering Spanish I and II, with the possibility of an option for native Spanish speakers.⁸⁵ Our world language program will be based upon a principles of language education contained in the new 2019 California World Language Standards. These tenets are based on language education research and are supported by experience:

⁸⁵ We note that many of the native Spanish speakers we serve have verbal fluency, but are not fluent in Spanish reading and writing, and lack structured grammar and other components of linguistic structure. For this reason, these students typically benefit from formal Spanish instruction that prepares them for more advanced Spanish language learning in high school.

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

Spanish I

This course is designed to teach students about the language and culture of the Spanish and Latin American people. The course will emphasize communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level.

Spanish II

This second-year course will enable students to expand upon what they have learned, increasing their skills and depth of knowledge. The course will teach students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. This course will focus on having students express more complex concepts both orally and in writing, as well as comprehend and react to native speech.

TECHNOLOGY

While technology will not be offered as a separate subject or course with a standalone time block in the daily schedule, teachers will develop technology lessons following the Charter School's technology scope and sequence to support different subject areas. Technology lessons will be embedded into the core subject curriculum. Excelling in technology is an essential skill in today's global society. By interacting daily with online tools, our students will become comfortable with computer-based technology and savvy at navigating software programs. All students, beginning in TK/Kindergarten or upon enrollment will have email accounts so teachers may email them links to standards-based activities, like the math games provided by Dreambox and ST Math that are linked to grade-level standards. Students will also begin typing instruction in first grade so they will become adept at composing written pieces with a keyboard and publishing them digitally.

In addition to the primary curricular materials listed above, the Charter School will incorporate standards-based online learning programs to supplement instruction in core subjects. Through rigorous and engaging online content such as (but not limited to) Dreambox Learning, ST Math, Accelerated Reader, and Achieve3000, along with online components of primary sources such as Amplify Science, students will be able to access individualized instruction at their level to practice what they have learned in class and strengthen their 21st century computer literacy skills through sustained daily usage of computer hardware and software.

As our students move to higher grades, they will work on developing PowerPoint presentations, Word documents, typing efficiency, online research, and other skills that will complement the core content

instruction. To meet these learning goals, teachers will develop technology lesson plans aligned to the International Society for Technology in Education technology standards for teachers and students.⁸⁶ Providing students with technology skills and knowledge will better equip them for success in high school and college and set them up to be competitive members of our global society.

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

The Charter School will also administer assessments online to prepare students for the CAASPP administration starting in third grade, and ensure that they are comfortable with technology. Online assessments will allow teachers to easily access data on student performance and analyze whether their instructional techniques are working for all students.

Additionally, the Charter School will empower its teachers to innovate even further in their classrooms with technology, employing 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, will provide ongoing professional development on the use of technology in the classroom. Teachers will 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, teachers will address our students' varied learning strengths and preferences.

MORNING MEETING/HOMEROOM

In each grade, students begin the day as a group with either Morning Meeting (Lower School) or Homeroom (Upper School). These sessions in the bell schedule are an important time for the students to check in with their teacher and one another, resolve conflicts that may arise, and engage in lessons that cover our character traits and values, along with social-emotional learning.

UPPER SCHOOL ENRICHMENTS

In addition to course offerings in the visual and performing arts and P.E., Upper School students will choose from a rotating selection of "fun" mini-elective courses, lasting 6-8 weeks each, taught by the school's regular teaching staff. The specific offerings will vary for each session and depend on the talents and interests of our faculty, as well as student interest and demand. Enrichments may include such things as coding, basketball, soccer, volleyball, yoga, science fiction book club, knitting, chess, photography, and much more. Offered at the end of the day, we find that this is an important time for our young adolescents to connect with another caring adult and pursue a talent or interest which they might not otherwise experience.

⁸⁶ <https://www.iste.org/standards>

CURRICULAR AND INSTRUCTIONAL MATERIALS

The Charter School has selected each of these curricular resources due to their comprehensive nature and correlation to the CCSS for ELA and math, the NGSS, California Preschool Learning Foundations (for TK) and California content standards for history/social science 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 the Charter School will serve.

When selecting additional curricula and instructional materials, the School Leaders will consider academic rigor, student engagement, and program alignment to the CCSS/NGSS and other state content standards. Teachers, working in close collaboration with School Leaders, will further enhance these programs by aligning and supplementing activities based on assessment data, such as an accelerated curriculum for students who need more challenge or alternative curricula for students in need of an alternative approach or additional practice.

<p>English Language Arts</p>	<p><u>Primary Sources:</u> Lucy Calkins’ Writing Workshop/Units of Study for Writing Lucy Calkins’ Reading Workshop Model/Units of Study for Reading Accelerated Reader Achieve 3000 Fountas and Pinnell Leveled Literacy Intervention (“LLI”) and Guided Reading resources (i.e., leveled libraries)</p> <p><u>Secondary Sources:</u> Starfall Core Knowledge Word Wise Vocabulary Program Words Their Way Scholastic Guided Reading (in lieu of Fountas & Pinnell) Standards Plus Sharon Taberski’s Reader’s Workshop Model Edgenuity (formerly known as Compass Learning) Springboard (College Board)</p>
<p>English Language Development</p>	<p>Susana Dutro’s EL Achieve DataWorks Launch to Literacy, Link to Literacy</p>
<p>Math</p>	<p><u>Primary Sources:</u> Bridges Math Illustrative Mathematics Cognitively Guided Instruction (partnership with UCLA)</p>

	<p><u>Secondary Sources:</u> Dreambox ST Math BrainPop!, BrainPop Jr. Starfall Edgenuity (formerly known as Compass Learning) Springboard (College Board) Khan Academy</p>
Science	<p><u>Primary Source:</u> Amplify Science</p> <p><u>Secondary Sources:</u> Science and Technology for Children BrainPop!, BrainPop Jr.</p>
Social Studies	<p>TCI's Social Studies Alive! and History Alive! Teacher-created units and Read Alouds Document Based Questions BrainPop!, BrainPop Jr. Edgenuity (formerly Compass Learning)</p>
World Language	<i>¡Viva el español!</i>
Visual and Performing Arts, P.E. and Enrichments	Teacher-created

UPPER SCHOOL COMPREHENSIVE COURSE LIST

In order to assist with students' transition from self-contained classrooms in lower school to a traditional middle school model in upper school, our 5th grade teachers may work in a paired model. The Charter School may elect to organize the instructional day with paired teachers focusing on a particular subject. For example, in fifth grade, two teachers may teach ELA and social studies and the other two may teach math and science, allowing them to specialize in two subjects and hold a multiple subject credentials. This type of instructional day fits within the schedules provided above. Below is a comprehensive course list that shows all course offerings for middle grades.

Subject Area	5th grade	6th grade	7th grade	8th grade
English Language Arts	English 5	English 6	English 7	English 8

History -Social Studies	Social Studies 5	Social Studies 6	Social Studies 7	Social Studies 8
Mathematics	Mathematics 5	Mathematics 6	Mathematics 7	Mathematics 8
Science	Science 5	Science 6	Science 7	Science 8
Physical Education and Health	Physical Education 5	Physical Education 6	Physical Education 7	Physical Education 8
World Languages			Spanish I	Spanish II
Visual and Performing Arts	Fundamentals of Art	Fundamentals of Art Mixed Media	Mixed Media Instrumental Music Voice Dance	Mixed Media Instrumental Music Voice Dance

TRANSITIONAL KINDERGARTEN

Transitional Kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. TK students will be enrolled with 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 will be 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. The Charter School will utilize individualized instruction and developmentally appropriate strategies for younger students and students who are entering school with little or no academic skills. With these supports in place, all transitional kindergarten students will finish the year well-prepared for the rigor of kindergarten.

The TK curriculum will include the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, Senate Bill (SB) 858 (Chapter 32, Statutes of 2014). Teachers

assigned to a TK classroom will have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above; or
- A child development permit issued by the CTC.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

Each year, in order to meet the needs of families with children at other schools in the District, the Charter School will strive to align its calendar to the District's calendar where feasible.

The KIPP SoCal LEA 16 school calendar and daily schedule will exceed CDE's minimum requirement of 175 days for charter schools and instructional minutes as provided in California Educational Code Section 47612.5; the annual calendar is currently planned at 180 instructional days.⁸⁷

⁸⁷ KIPP SoCal LEA 16 reserves the right to offer 175 days instead of 180; the annual calendar will be provided to MUSD prior to the start of the school year.

KIPP SoCal PUBLIC SCHOOLS

2021-22 *DRAFT* Calendar

JULY 2021		AUGUST 2021											
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2			3	4	5	6		
	5	6	7	8	9		9	10	11	12	13		
	12	13	14	15	16		16	17	18	19	20		
	19	20	21	22	23		23	24	25	26	27		
	26	27	28	29	30		30	31					
SEPTEMBER 2021		OCTOBER 2021											
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3							1	
	6	7	8	9	10		4	5	6	7	8		
	13	14	15	16	17		11	12	13	14	15		
	20	21	22	23	24		18	19	20	21	22		
	27	28	29	30			25	26	27	28	29		
NOVEMBER 2021		DECEMBER 2021											
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5				1	2	3		
	8	9	10	11	12		6	7	8	9	10		
	15	16	17	18	19		13	14	15	16	17		
	22	23	24	25	26		20	21	22	23	24		
	29	30					27	28	29	30	31		
JANUARY 2022		FEBRUARY 2022											
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	3	4	5	6	7				1	2	3	4	
	10	11	12	13	14		7	8	9	10	11		
	17	18	19	20	21		14	15	16	17	18		
	24	25	26	27	28		21	22	23	24	25		
	31						28						
MARCH 2022		APRIL 2022											
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4							1	
	7	8	9	10	11		4	5	6	7	8		
	14	15	16	17	18		11	12	13	14	15		
	21	22	23	24	25		18	19	20	21	22		
	28	29	30	31			25	26	27	28	29		
MAY 2022		JUNE 2022											
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	2	3	4	5	6					1	2	3	
	9	10	11	12	13		6	7	8	9	10		
	16	17	18	19	20		13	14	15	16	17		
	23	24	25	26	27		20	21	22	23	24		
	30	31					27	28	29	30			

⊘	KLA Off/Holiday	8	PT Conference 12pm Dismissal
⊘	Half Day 12pm Dismissal	8	Testing 3pm Dismissal
8	Early Release 1:00pm Dismissal		

August 15: First day of school

September 3, 6: Labor Day Holiday
September 27: Pupil Free Day

November 1-5: PT Conferences
November 11: Veteran's Day Observation
November 22-26: Thanksgiving Break

December 20-January 7: Winter Break

December 20-January 7: Winter Break
January 17: Martin Luther King Jr. Day

February 21: Presidents Day

March 25-April 1: Spring Break

March 25 April 1: Spring Break
April 4-8: PT Conferences

May 30: Memorial Day Observation

June 9: Last day of school

INSTRUCTIONAL DAY

The Charter School will maximize each minute of instructional time. The daily schedule is designed to develop well-rounded students with strong skills in a wide variety of content areas.

The supplemented schedule has been created to ensure students will have a significant amount of time in the Lower School allocated to phonics and vocabulary, reading, and writing in both whole group and small group formats with time for intervention and support. Lower School students also will have extended time to develop their math skills through. Lower School students will engage in focused blocks of social studies and science that will alternate.

The schedule also has been designed to allocate time to enrichments across all grades to build upon students' natural talents. In Lower School, these will be incorporated during a common grade-level "Specials" block to facilitate grade-level planning. In addition, character- and values-based lessons will be incorporated into the "Specials" block, as well as during Read Aloud and other times like Morning Meeting and Closing Circle. Community-building will be a strong component of every Lower School classroom with a daily Morning Meeting and Closing Circle time. TK/Kindergarten will also include a rest time during the day.

In Upper School, an enrichment block (where students are able to participate in different teacher-led enrichment activities) will happen Tuesday through Friday at the end of the day. To ensure students receive a well-rounded education, they will rotate through enrichments to provide a rich and diverse learning environment that touches upon the state standards and requirements for these various subject areas. Because these subject areas are not as foundational as reading, math, and writing, students will be in each of these areas for about 40 minutes at a time.

WEEKLY SAMPLE BELL SCHEDULES

A sample weekly schedule for all grades are included below:

Time	Tuesday		Wednesday		Thursday		Friday
	Activity	i/n	Activity	i/n	Activity	i/n	Activity
7:25-7:45 AM	Breakfast	n	Breakfast	n	Breakfast	n	Breakfast
7:45-7:50 AM	Breakfast Cleanup	n	Breakfast Cleanup	n	Breakfast Cleanup	n	Breakfast Cleanup
7:50-8:00 AM	Morning Meeting	i	Morning Meeting	i	Morning Meeting	i	Morning Meeting
8:00-8:30 AM	ELA/ELD	i	ELA/ELD	i	ELA/ELD	i	ELA/ELD
8:30-9:00 AM	Phonics	i	Phonics	i	Phonics	i	Phonics
9:00-9:35 AM	Art	i	Art	i	Music	i	Music
9:35-10:35 AM	ELA Rotations	i	ELA Rotations	i	ELA Rotations	i	ELA Rotations
10:35-11:20 AM	Lunch/Recess	n	Lunch/Recess	n	Lunch/Recess	n	Lunch/Recess
11:20-11:50 AM	Reading	i	Writer's Workshop	i	Reading	i	Reading
11:50-11:55 AM		i		i	Read Aloud	i	Read Aloud
11:55-12:00 PM		i		i			

12:00-12:30 PM	Math	i	Social Studies	i	Math	i	Science
12:30-1:25 PM	Math Rotations	i	Math Rotations	i	Math Rotations	i	Math Rotations
1:25-1:30 PM	Rest Period	n	Rest Period	n	Rest Period	n	Rest Period
1:30-1:35 PM		n		n			
1:35-1:40 PM		n		n			
1:40-1:55 PM	Read Aloud	i	Read Aloud	i	Read Aloud	i	Read Aloud
1:55-2:05 PM	Reader's Workshop	i	Reader's Workshop	i	Reader's Workshop	i	Reader's Workshop
2:05-2:35 PM		i		i			
2:30-2:35 PM		i		i			
2:35-2:40 PM		i		i			
2:40-3:10 PM	Read Aloud	i	Read Aloud	i	Writer's Workshop	i	Writer's Workshop
3:10-3:15 PM	Snack	n	Snack	n		i	
3:15-3:20 PM		n		n	Snack	n	Snack
3:20-3:25 PM	n		n			n	
3:25-3:55 PM	Dance	i	Dance	i	Read Aloud	i	Read Aloud
3:55-4:00 PM	Pack up/Dismissal	n	Pack up/Dismissal	n	Pack up/Dismissal	n	Pack up/Dismissal
Monday		Tuesday		Wednesday			
Instructional	#	Instructional	40	Instructional	40		
Non-Instructional	#	Non-Instructional	11	Non-Instructional	11		
	#		5		0		

1-4 GR SAMPLE REGULAR SCHEDULE

Time	Monday		Tuesday		Wednesday		Thursday	
		i/n		i/n		i/n		i/n
7:15-7:20 AM	Staff Check In	n	Staff Check In	n	Staff Check In	n	Staff Check In	n
7:20-7:25 AM		n		n				
7:25-7:45 AM	Breakfast	n	Breakfast	n	Breakfast	n	Breakfast	n
7:45-7:50 AM	Breakfast Cleanup	n	Breakfast Cleanup	n	Breakfast Cleanup	n	Breakfast Cleanup	n
7:50-8:05 AM	ELA/ELD	i	ELA/ELD	i	ELA/ELD	i	ELA/ELD	i
8:05-8:30 AM	Morning Meeting	i	Morning Meeting	i	Art/Music	i	Morning Meeting	i
8:30-8:55 AM	Math	i	Math	i		i	MATH Workshop	i
8:55-9:15 AM		i		i				
9:15-9:40 AM	PE	i	Rotations	i	Math	i	Rotations	i
9:40-9:45 AM		i		i				
9:45-10:40 AM	Reader's Workshop	i	Reader's Workshop	i	Reader's Workshop	i	Reader's Workshop	i
10:40-11:25 AM	Writer's Workshop	i	Social Studies	i	Science	i	Writer's Workshop	i
11:25-12:10 AM	Lunch/Recess	n	Lunch/Recess	n	Lunch/Recess	n	Lunch/Recess	n
12:10-12:40 PM	Rotations	i	Rotations	i	Rotations	i	PE	i

12:40-12:45 PM		n		n		n		n
12:45-1:30 PM	Science	i	Close Reading	i	Social Studies	i	Close Reading	i
1:30-2:20 PM	Art	i		i		n	Art	i
2:20-3:05 PM	Math Workshop	i	ELA Workshop	i	ELA Workshop	i	Math Workshop	i
3:05-3:55 PM	Snack	n	Snack	n	Snack	n	Snack	n
3:55-4:00 PM	Pack up/Dismissal	n	Pack up/Dismissal	n	Pack up/Dismissal	n	Pack up/Dismissal	n
Monday		Tuesday		Wednesday		Thursday		
Instructional	425	Instructional	430	Instructional	415	Instructional	425	
Non-Instructional	100	Non-Instructional	95	Non-Instructional	110	Non-Instructional	100	

TK/K-4 Monday Early Release	
Time	Monday
7:25-7:45 AM	Breakfast
7:45-7:50 AM	Breakfast Cleanup
7:50-8:00 AM	Morning Meeting
8:00-8:40 AM	ELA/ELD
8:40-9:10 AM	Art
9:10-9:35 AM	Science or Social Studies
9:35-10:35 AM	ELA Rotations
10:35-11:20 AM	Lunch/Recess
11:20-11:50 AM	Math
11:50-12:55 AM	Math Rotations
1:00-1:05 PM	Dismissal
1:05-1:10 PM	
1:10-4:30 PM	Professional Development for Teachers

Instructional 255
 Non Instructional 80

Kinder - 4GR sample - Min. Day Schedule										
Time	Monday		Tuesday		Wednesday		Thursday		Friday	
7:40-7:45 AM	Student Pick Up	n	Student Pick Up	n	Student Pick Up	n	Student Pick Up	n	Student Pick Up	
7:45-7:50 AM	Transition	n	Transition	n	Transition	n	Transition	n	Transition	
7:50-7:55 AM		i		i		i		i		
7:55-8:00 AM		i		i		i		i		
8:00-8:05 AM	Morning Work	i	Morning Work	i	Morning Work	i	Morning Work	i	Morning Work	
8:05-8:10 AM		i		i		i		i		
8:10-8:15 AM		i		i		i		i		
8:15-8:20 AM		i		i		i		i		
8:20-8:25 AM		i		i		i		i		
8:25-8:30 AM	Reader's Workshop	i	Reader's Workshop	i	Reader's Workshop	i	Reader's Workshop	i	Reader's Workshop	
8:30-8:35 AM		i		i		i		i		
8:35-8:40 AM		n		n		n		n		
8:40-8:45 AM		i		i		i		i		
8:45-8:50 AM		i		i		i		i		
8:50-8:55 AM		i		i		i		i		
8:55-9:00 AM		i		i		i		i		
9:00-9:05 AM		i		i		i		i		
9:05-9:10 AM	Science	i	ELD	i	Art	i	ELD	i	Art	
9:10-9:15 AM		n		n		n		n		
9:15-9:20 AM		i		i		i		i		
9:20-9:25 AM		i		i		i		i		
9:25-9:30 AM		i		i		i		i		
9:30-9:35 AM		i		i		i		i		
9:35-9:40 AM		i		i		i		i		
9:40-9:45 AM	Math	i		i		i		i		
9:45-9:50 AM		n		n		n		n		
9:50-9:55 AM		i		i		i		i		
9:55-10:00 AM		i		i		i		i		
10:00-10:05 AM	Social Studies	i	ELA	i	ELA	i	Science	i	Social Studies	
10:05-10:10 AM		n		n		n		n		
10:10-10:15 AM		n		n		n		n		
10:15-10:20 AM		n		n		n		n		
10:20-10:25 AM	Lunch	n	Lunch	n	Lunch	n	Lunch	n	Lunch	
10:25-10:30 AM		n		n		n		n		
10:30-10:35 AM		i		i		i		i		
10:35-10:40 AM		i		i		i		i		
10:40-10:45 AM		i		i		i		i		
10:45-10:50 AM		i	Writer's Workshop	i	ELD	i	Writer's Workshop	i		
10:50-10:55 AM		i		i		i		i		
10:55-11:00 AM		i		i		i		i		
11:00-11:05 AM		i		i		i		i		
11:05-11:10 AM		i		i		i		i		
11:10-11:15 AM		i		i		i		i		
11:15-11:20 AM		i		i		i		i		
11:20-11:25 AM	Rotations	i	Rotations	i	Rotations	i	Rotations	i	Rotations	
11:25-11:30 AM		i		i		n		i		
11:30-11:35 AM		i		i		i		i		
11:35-11:40 AM		i		i		i		i		
11:40-11:45 AM		i		i		i		i		
11:45-11:50 AM		i		i		i		i		
11:50-11:55 AM	Dance/PE	i	Dance/PE	i		i	Dance/PE	i	Writer's Workshop	
11:55-12:00 PM		n		n	Dance/PE	i		n	Writer's Workshop	
	Monday		Tuesday		Wednesday		Thursday		Friday	
	Instructional	##	Instructional	##	Instructional	##	Instructional	##	Instructional	##
	Non-Instructional	55	Non-Instructional	45	Non-Instructional	45	Non-Instructional	55	Non-Instructional	55

5TH - 8TH GRADE SAMPLE								
Start	End	TUESDAY	WEDNESDAY	THURSDAY	Friday	MINUTES		
7:30	7:45	HR	HR	HR	HR	15	i	
7:45	8:05	READING/ELD	READING/ELD	READING/ELD	READING/ELD	20	i	
8:08	9:22	ELA	SCIENCE	MATH	SCIENCE	74	i	
9:25	10:39	SOCIAL STUDIES	MATH	ELA	ELECTIVE	74	i	
10:42	11:56	SCIENCE	ART	PE	ART	74	i	
11:59	13:13	PE	SOCIAL SCIENCE	ELECTIVE	SOCIAL STUDIES	74	i	
13:13	13:43	LUNCH	LUNCH	LUNCH	LUNCH	30	n	
13:46	15:00	MATH	ELA	SCIENCE	ELA	74	i	
15:03	16:00	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT	57	n	
							405	

5TH - 8TH GRADE SAMPLE- Monday Early Release					
Start	End		MINUTES		
7:30	7:45	HR	15	i	
7:45	8:05	READING/ELD	20	i	
8:08	8:58	ELA	50	i	
9:01	9:51	ELECTIVE	50	i	
9:54	10:44	SCIENCE	50	i	
10:47	11:37	MATH	50	i	
11:37	12:07	LUNCH	30	n	
12:10	13:00	PE	50	i	
				285	

5TH - 8TH GRADE SAMPLE- Min. Day Release								
M		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MINUTES	
7:30	7:45	HR	HR	HR	HR	HR	15	i
7:45	8:00	READING/ELD	READING/ELD	READING/ELD	READING/ELD	READING/ELD	15	i
8:03	8:48	SOCIAL STUDIES	SCIENCE	ELA	MATH	SOCIAL STUDIES	45	i
8:51	9:36	ELA	MATH	SOCIAL STUDIES	SCIENCE	ELA	45	i
9:39	10:24	SCIENCE	SOCIAL STUDIES	MATH	SOCIAL STUDIES	SCIENCE	45	i
10:27	11:12	MATH	ELA	SCIENCE	ELA	MATH	45	i
11:15	12:00	PE	PE	PE	PE	PE	45	i
12:00	12:25	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	25	n
							255	

3-8 Sample Testing Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20-7:25 AM					
7:25-7:30 AM					
7:30-7:35 AM	Staff Check-In	Staff Check-In	Staff Check-In	Staff Check-In	Staff Check-In
7:35-7:40 AM					
7:40-7:45 AM	Breakfast/HW Check	Breakfast/HW Check	Breakfast/HW Check	Breakfast/HW Check	Breakfast/HW Check
7:45-7:50 AM					
7:50-7:55 AM					
7:55-8:00 AM	SBAC Math	SBAC Math	SBAC Math	SBAC ELA	SBAC ELA
8:00-8:05 AM					
8:05-8:10 AM	Intervention (CCSS)	Intervention (CCSS)	Intervention (CCSS)	Intervention (CCSS)	Intervention (CCSS)
8:10-8:15 AM					
8:15-8:20 AM	Morning Meeting			Pump Up!	
8:20-8:25 AM					
8:25-8:30 AM					Pump up in class
8:30-8:35 AM					
8:35-8:40 AM			Science		
8:40-8:45 AM					
8:45-8:50 AM		Social Studies			
8:50-8:55 AM					
8:55-9:00 AM					
9:00-9:05 AM	Math				
9:05-9:10 AM					
9:10-9:15 AM					
9:15-9:20 AM					
9:20-9:25 AM					
9:25-9:30 AM					
9:30-9:35 AM					
9:35-9:40 AM					
9:40-9:45 AM					
9:45-9:50 AM					
9:50-9:55 AM					
9:55-10:00 AM					
10:00-10:05 AM	Science				
10:05-10:10 AM					
10:10-10:15 AM					
10:15-10:20 AM					
10:20-10:25 AM					
10:25-10:30 AM					
10:30-10:35 AM					
10:35-10:40 AM	Reading Workshop				
10:40-10:45 AM					
10:45-10:50 AM					
10:50-10:55 AM					
10:55-11:00 AM					
11:00-11:05 AM					
11:05-11:10 AM					
11:10-11:15 AM					
11:15-11:20 AM					
11:20-11:25 AM					
11:25-11:30 AM					
11:30-11:35 AM					
11:35-11:40 AM					
11:40-11:45 AM					
11:45-11:50 AM	Writing Workshop				
11:50-11:55 AM		Testing	Testing	Testing	Testing
11:55-12:00 PM					
12:00-12:05 PM					
12:05-12:10 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-12:15 PM					
12:15-12:20 PM					
12:20-12:25 PM					
12:25-12:30 PM					
12:30-12:35 PM					
12:35-12:40 PM	Recess	Recess	Recess	Recess	Recess
12:40-12:45 PM					
12:45-12:50 PM					
12:50-12:55 PM					
12:55-1:00 PM					
1:00-1:05 PM					
1:05-1:10 PM					
1:10-1:15 PM	PE		PE		Open Review Block
1:15-1:20 PM					
1:20-1:25 PM					
1:25-1:30 PM					
1:30-1:35 PM	Closing Celebrations			ELA	
1:35-1:40 PM					
1:40-1:45 PM					
1:45-1:50 PM	Dismissal				
1:50-1:55 PM		ELA		Open Review Block	
1:55-2:00 PM					
2:00-2:05 PM					
2:05-2:10 PM			ELA		ELA
2:10-2:15 PM					
2:15-2:20 PM					
2:20-2:25 PM		Spanish		Spanish	
2:25-2:30 PM					
2:30-2:35 PM					
2:35-2:40 PM					
2:40-2:45 PM					
2:45-2:50 PM					
2:50-2:55 PM					
2:55-3:00 PM		Dance	Art	Dance	Social Studies
3:00-3:05 PM					
3:05-3:10 PM					
3:10-3:15 PM		Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty
3:15-3:20 PM					
3:20-3:25 PM					
3:25-3:30 PM					
3:30-3:35 PM					
3:35-3:40 PM					
3:40-3:45 PM					
3:45-3:50 PM					
3:50-3:55 PM	Professional Development for Teachers				
3:55-4:00 PM					
4:00-4:05 PM					

	Monday	Tuesday	Wednesday	Thursday	Friday
Instructional	295	375	390	375	355
Non-Instructional	205	70	55	70	90

INSTRUCTIONAL MINUTES

As a result of having an extended instructional day, students in all grades will receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to California Education Code § 47612.5.

In all grades, prompt and consistent attendance will be emphasized. Students will be expected to show a commitment to punctuality and responsibility for assignments. Across KIPP SoCal we have maintained a ≥95% average daily attendance rate over the past five years, which we believe will be replicated or exceeded at KIPP SoCal LEA 16. Daily attendance will be tracked using the Illuminate Student Information System. The school registrar will be responsible for monitoring student attendance; unexcused absences, excessive tardies and/or early dismissals may require a parent meeting with the school leader(s) and a plan for attendance.

FACULTY RECRUITMENT AND PROFESSIONAL DEVELOPMENT

FACULTY RECRUITMENT

Team member selection will be one of the most critical aspects of the Charter School's success. This process will help us find driven candidates and hire team members who exhibit both the key strengths as outlined by the KIPP Foundation's framework for Excellent Teaching and the outstanding past results that will make them successful in delivering our instructional program. Our teachers must be data-driven, student-focused, innovative and creative in the classroom, persistent, and exceptionally caring for all students. They must have strong and positive professional recommendations, and demonstrate through their written application materials and the interview process that they are team players, embody and exemplify the values of the Charter School, and are committed to our vision and mission.

Team member recruitment will happen 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 will lead these recruitment efforts in conjunction with the Founding School Leaders. To seek out a diverse pool of the best candidates, we will implement a strategic recruitment plan. Some of the strategies that will be used are outlined below:

- Schools of Education at UCLA, USC, Pepperdine, and Loyola Marymount University: KIPP SoCal will post job descriptions on local job boards and tap colleagues to source high quality candidates.
- Established current contacts: The School Leaders will reach out to colleagues who may know high quality teachers looking for positions. The School Leaders will also leverage contacts already developed by KIPP SoCal Schools.
- Other KIPP SoCal team members: The School Leaders 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: The Charter School’s website will include the school’s vision, mission, goals, and values as well as information on KIPP SoCal such as history, network success, and the Five Pillars. Job descriptions will be posted on the KIPP SoCal website along with contact information and information on how to apply.

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

In cases where a School Leader is unable to observe a live teaching demonstration, for example a candidate who lives out of state, a candidate may submit a video. For non-teaching positions, candidates will complete an online application and pre-interview questions before moving forward to interview with a School Leader. A School Leader will make all final hiring decisions for the instructional and non-instructional team members at the Charter School (Lower School Leader hiring Lower School staff and Upper School Leader hiring Upper School staff).

PROFESSIONAL DEVELOPMENT

Our team will ground itself in our mission by beginning and ending each year as a whole team reflecting on the degree to which the Charter School has realized our mission, based on available data. We will break down each phrase of our mission and thoroughly dig into its meaning and reflection in our actions and priorities. We expect that each year the list of “what needs to be improved” will decrease as the list of “what is working well” will grow. These reflections will inform professional development for the upcoming year. Weekly, our School Leadership Team will provide targeted professional development to team members in such high-leverage topics as instructional design, classroom management, student culture, data-driven instruction, CCSS/NGSS, data-driven instruction, design-thinking, technology integration, literacy instruction, experiential learning, and parent and community engagement. Training on how teachers will 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 professional development. By focusing on teaching and learning, professional development will help our students reach their learning goals.

Sample PD Schedule

Summer Professional Development

- 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)
- Suicide Prevention
- Mandated Reporter
- Blood Born Pathogens Training
- Technology/SIS Training

September

- 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

- 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

- Planning/Grade-level Collaboration
- Assessment for learning and data analysis
- Lesson plan/unit internalization
- Culturally Relevant Pedagogy
- Leadership Team Meeting

January/February

- School Culture and Climate
- Student Engagement
- Content team meetings: planning assessments
- Content Team meetings: analyzing SBAC Interim Assessment

March/April

- Bootcamp: Small group instruction: intentionality with everything Parts 1-5

May/June

- Testing preparation Parts 1-3
- Closeout: Ending the school year

TEAM CULTURE/WEEKLY PROFESSIONAL DEVELOPMENT

Each Monday will be an early dismissal day in which the students will be dismissed at 1:00pm so teachers can engage in 3 hours of professional development and collaboration. On these days, the team will meet in one or more of the following formats: whole-school, by grade levels, and/or by department (for Upper School single-subject teachers).

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

1. Check-in: Share something funny that happened in your classroom this past week.
2. Reflection: Reflect on this week's instruction. What went well? Each teacher will share something that went well and something they are working to improve. They will also discuss what should be adjusted for next week and next year.
3. Plan for next week: Identify which standards you are addressing and be thinking of vertical alignment across grades. Share ideas to write and implement great lessons and review student work.
4. Assessments: Discuss the results of your recent 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 and grade level teams will take detailed minutes of their meetings and submit them to the appropriate School Leader (Upper or Lower School), who will read them, comment upon them, and return them to each team member. On professional development afternoons, teachers will also convene to participate in inquiry-based learning around pedagogy and curriculum. These sessions will be a learner-centered strand of professional development that is focused on augmenting our teaching practice. The instructional team will collectively survey the Charter 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 Leaders will identify differentiated sessions (i.e., for newer teachers versus more experienced teachers) 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 growth or areas that will strengthen their team. Furthermore, during the ancillary periods, teachers will have the opportunity to observe fellow teachers to learn from the practices of colleagues. Ancillary periods will also be used to plan and prepare

for upcoming lessons. By accessing the professional development library resources and targeted readings based upon needs, the team will become lifelong learners.

The Charter 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, discuss efforts to strengthen home-school partnerships (including home visits, communications between teachers and parents, parent engagement events and more), and improve on our approach to developing the whole child. Additionally, as a team, we will 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 Leaders will facilitate team meetings with support from lead teachers, other faculty, and guests with instructional expertise. School Leaders will also engage in one-on-one coaching with teachers based on observations (using the Whetstone protocols), and perform formal evaluations of each teacher twice annually. Each week, School Leaders will distribute a team bulletin with a message from the School Leader(s), upcoming events, gratitude, and announcements.

MEETING THE NEEDS OF ALL STUDENTS

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Our MTSS program is intended to address the needs of all students, including English Learners (EL), students with disabilities (SWD), as well as vulnerable populations such as students in foster care, experiencing homelessness or socio-economically disadvantaged. Strategic collaboration and coordination among the team (general and specialized) is an essential component of MTSS. MTSS aligns the entire school-wide initiatives, supports and resources and implements continuous improvement processes at all levels of the system (school-wide, classroom and individual students).

The Charter School will be able to identify low-achieving students and those who may need additional support through frequent benchmark assessment and review of individual student data. Students who

are achieving below grade level are recognized through multiple measures such as NWEA MAPs, in-class assessments, online software (Accelerated Reader, Achieve 3000, STMath, etc.) and other assessment tools detailed in Element 2. Parents will play an important role as teachers establish close home-school connections through home visits and frequent communications.

The bell schedule at each grade level includes time for intervention and support, with a rotational model used so that teachers and instructional assistants can work with one small group of students or one-on-one while the other students work online, in pairs, or independently. In the Upper School,

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including designated ELD instruction for EL students, while in the Lower School, extended learning time for both ELA and Math provide ample opportunity for intervention and support. During focused intervention time, teachers will re-teach material to small groups (based on real time data from online adaptive software, exit tickets and in-class assessments), provide explicit direct instruction, assign additional practice via online programs and text-based work, and try new strategies and approaches such as alternative curricular resources or new approaches to direct instruction devised in collaboration with the Student Services Team, peer teachers and School Leaders. As needed, students may be referred to after-school tutoring or Saturday sessions for additional support with teachers and trained tutors.⁸⁸ Parent workshops also will be offered to help parents learn strategies to support their children's learning at home.⁸⁹

In the MTSS model, Tier 1 includes universal support for ALL students, Tier 2 includes targeted and interventions for those students who need extra support (based on data), and Tier 3 includes more intensive intervention and support for students who do not demonstrate success with Tier 2 strategies.

Tier 1: Universal supports for ALL

- Requires high quality, culturally and linguistically responsive core instruction
- Ongoing assessments
- Incorporates intervention for academic, linguistic, behavioral and social emotional learning as a school-wide foundation for all students (online learning such as Accelerated Reader, Achieve 3000, ST Math, Launch to Literacy, Brain Pop!, etc.)
- Includes PBIS and social/emotional curriculum that provide a learning environment that focuses on the whole child
- Differentiation based upon ongoing daily, weekly and monthly formative and summative assessment data and students' varying levels of readiness, interest, background

⁸⁸ The Charter School will apply for state afterschool funding (ASES) in year 1; in the meantime, KIPP SoCal will provide philanthropic support as needed to support a comprehensive after-school program and Saturday programming. (See Appendix D.)

⁸⁹ It should be noted that while online learning is a part of students' experience at school, homework typically will not require a computer or wifi connection. For our older students who may need to engage in online research, teachers will ensure students without wifi or computer access at home have access to what they need on campus, either after-school or, as needed, during the school day.

knowledge, language, learning preferences, and the use of responsive pedagogy in addition to the multiple learning styles (re-teach, explicit direct instruction, use of manipulatives and visual cues, etc.)

- Validation and affirmation of students' cultures and home language

SSPT and Tier 1:

- SSPT will monitor effectiveness of Tier 1 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions
- SSPT will monitor and evaluate students' response to effective Tier 1 supports throughout the year
- When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 supports are provided

Tier 2: Targeted and Intensive Levels of Support for SOME

- In addition to Tier 1 supports
- Requires a qualitatively different evidence-based instructional program, approach or strategy
- Additional time for intervention (including Reading/ELD block in Upper School, tutoring, Saturday sessions)
- Smaller group size for instruction

SSPT and Tier 2:

- SSPT will monitor effectiveness of Tier 2 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions
- SSPT will monitor and evaluate students' response to effective Tier 2 instruction throughout the year
- When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 3 supports are provided

Tier 3: Highly Targeted and Intensive Levels of Support for FEW

- Require daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with SST specialists and counselors, more time with instructional assistants to help students develop study skills and appropriate behaviors, after-school one-on-one tutoring and Saturday sessions)
- Require a higher level of strategic collaboration and coordination among the team (general and specialized) providing services to each student

SSPT and Tier 3

- SSPT will monitor effectiveness of Tier 3 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions
- SSPT will monitor and evaluate students' response to effective Tier 3 supports throughout the year
- When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then additional services may be considered.

Student Support and Progress Team (SSPT)

The SSPT will use a collaborative model to identify interventions for improved student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally. The process will emphasize that early intervention for underachieving and struggling students is a function of our differentiated instructional program.

Before the first day of school, KIPP SoCal LEA 16 will establish the Core SSPT Team. The Core SSPT Team will be consistent throughout the school year and their function is to ensure the SSPT process happens with fidelity, reviewing referrals and data. For SSPT meetings, at least 2 members of the Core team must be there.

- Core Team Members
 - ❖ School Leader (will serve as the SSPT Designee)
 - ❖ General Education Teacher
 - ❖ Student Support personnel (counselor, EL Coordinator,)
- SSPT Meeting Team Members based upon need but not limited to:
 - ❖ CORE Team Members (required)
 - ❖ Referring Teacher (required)
 - ❖ Parent/Guardian (required)
 - ❖ Student Services Team (SST)
 - Counselors, Speech, OT (where appropriate)
 - Regional Behavior Support Team Members
 - School Psychologist
 - ❖ EL Coordinator
 - ❖ Discipline Administrator
 - ❖ Registrar
 - ❖ Section 405 Designee

The SSPT Designee will have three key responsibilities:

- Monitor the fidelity of the SSPT process for teachers, students and their families.
- Lead the Core Team in regular school-wide data analysis reflections, including tracking the SSPT caseload by whole school, grade level and student subgroups.
- Conduit of information to all stakeholders regarding anything SSPT-related.

SSPT Referral Process

Any teacher or parent can request an SSPT review of a student's needs for additional support and intervention. The SSPT Designee is responsive for scheduling an SSPT meeting when teacher and parent/guardian are available and sends formal notification.

SSPT Meeting

The SSPT Designee will prepare all materials for the SSPT meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The SSPT Designee is the lead facilitator of the meeting, will ensure all members participate. The SSPT Designee also prepares documentation of the plan the SSPT has devised and schedules the follow-up meeting (4-6 weeks after the initial meeting). All meeting participants that were assigned roles will gather evidence and provide feedback around the interventions and supports listed in the SSPT meeting.

At the follow-up SSPT meeting, the participants review progress and determine next steps.

- If there is progress: the SSPT will celebrate success with parents/guardians (and the student, if present) and determine which interventions/support will be continued and the need for any additional follow-up, or whether the SSPT process can be concluded;
- If there is a lack of progress or need for additional follow-up: the SSPT will prepare a plan to continue and/or revise interventions and, as needed, seek expertise from additional school site or CMO personnel, including the School Psychologist, Instructional Leadership Team, School Psychology & Behavior Manager or other experts. As needed, the SSPT and parent/guardians will discuss KIPP SoCal's student retention policy if the student is at-risk of retention.

The SSPT Designee will update student records with SSPT documentation and schedule another 4-6 week follow-up meeting, if additional action steps are taking place.

ENGLISH LEARNERS

The Charter School will adhere to the attached KIPP SoCal EL Master Plan and comply with all federal, state, and judicial mandates for English Learners including long-term English Learners or English Learners at risk of becoming long-term English Learners. Given the demographics of MUSD, with a 33.2% EL student population in the 2018-19 school year, the Charter School expects that a significant number of Charter School students will be classified as English Learners. The Charter School is dedicated to providing these students with an exceptional education and transitioning them into English proficiency through the use of the Charter School's services and teaching methods. The Charter School is committed to reclassifying all English Learners who enroll as TK/Kindergarteners by fourth grade. For students enrolling in fifth grade or later, we are committed to implementing more individualized supports and reclassification goals to account for greater diversity in these students' proficiency gaps. The Charter School recognizes the importance of valuing students' native languages and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, elective course offerings, and character-building curriculum.

Identification of English Learners

The Charter School will adhere to all applicable state and federal laws and regulations with respect to serving students who are English learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the Charter School. Students whose primary

language is not English will be assessed using the English Language Proficiency Assessments for California (“ELPAC”). Initial Assessment (“IA”) if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results on CALPAD. The ELPAC assessment will take place within 30 days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

Assessments

Once a student is identified as an English Learner, he or she will be assessed annually using the ELPAC Summative Assessment (“SA”). The English language proficiency of all currently enrolled English learners will be assessed in accordance with the test contractor’s directions and Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations identified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. The Charter School will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and

topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.

- 1 English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

<http://www.cde.ca.gov/ta/tq/ep/elpacgpld.asp>

Parents will be notified via mail of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified.

In addition to the ELPAC assessment, English Learners at the Charter School will be assessed using the NWEA Measures of Academic Progress (“NWEA MAP”) Test in Reading in the fall, winter and spring. Through the NWEA MAP tests, the Charter School will be 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 program (IEP) or Section 504 Plan will be 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 will be provided, as specified in the student’s IEP or Section 504 Plan.

Charter School will use annual ELPAC, NWEA MAP and other standardized test data (e.g., CAASPP), teacher observations, and optional parent input to identify English Learners, determine their English Language Development (ELD) levels, and reclassify EL students as English proficient when appropriate.

Annual Assessments for students already identified as EL will be administered within the Annual Assessment window.

Strategies for English Learner Instruction and Intervention

The Charter School will provide 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 the Charter School will use the English Language Development standards set forth by the California Department of Education and in alignment with the Common Core State Standards to assist in supporting and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic content as those students who speak only English, and all instruction will be in English. However, there may be times when primary language support will be provided to students.

The instructional program for English learners at Charter School will be planned according to students’ assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will begin English

language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development.

As mentioned, students who are English learners will also be served within the classroom at all grade levels through both integrated and designated English language development on an individual and small group basis. During these focused designated ELD sessions – both within the classroom, for example during reading instruction time, and in “pull out” sessions as needed (where students will work with a teacher/specialist while the rest of the class is with another instructor, or during assigned after-school tutoring), students will be grouped homogeneously according to their ELD level. Teachers will implement the Launch/Link to Literacy curriculum and EL Achieve as the foundation of the ELD program.

Integrated ELD will take place at the Charter School during the typical daily schedule across all disciplines. Designated ELD will be implemented during strategic structures within the school day. The Charter School will implement ELD in the following ways:

- Designated ELD at least three days per week for up to 45 minutes
- Teachers will use an ELD curriculum aligned to the California English Language Development Standards
- 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 English Language Development Teacher will pull certain Upper School students from class for one-on-one ELD support for up to 120 minutes each week
- The Charter School uses an extended day schedule where ample supplemental time, if necessary, can be used for Designated ELD instruction.

During integrated instructional time, teachers will employ a variety of strategies to help EL students develop proficiency. ELs will have daily access to the core curriculum and be taught in an English language program (mainstream) with support from the teacher, instructional assistants and/or EL Coordinator/SST personnel as needed. This support may be in the form of in-class help, which will help ELs access the core curriculum, and/or small group instruction developed to meet the specific language needs of ELs. Instructional techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading and writing skills (aligned with ELD Standards and CCSS) in all areas of the curriculum. ELs will receive EL and core content instruction appropriate for their English proficiency and grade levels.

The Charter School will employ CLAD and BCLAD-certified teachers to serve ELs, with instructional assistants and after-school tutors providing additional support. Our goal is to ensure quality services that enable ELs to attain English proficiency and to have full access to the range of educational opportunities afforded all students. Faculty will receive intensive professional development and coaching in working with ELs to meet the CA ELD Standards. A Dean will serve as the EL Coordinator (prior to a Dean being added to the staff in Year 2, the School Leader will serve as the EL Coordinator) and collaborate with each teacher regarding the specific language needs of our EL students.

Teachers will employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners):

Six Key Strategies for Teachers of English Learners⁹⁰

- 1) Vocabulary and Language Development
 - i) Teachers introduce new concepts by discussing vocabulary words key to that concept.
 - ii) Teachers build on student’s background knowledge.
 - iii) Classrooms reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

- 2) Guided Interaction (collaborative learning)
 - i) Teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
 - ii) Teachers provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
 - iii) Teachers group students flexibly, at times working in heterogeneous groups and at times not.

- 3) Metacognition and Authentic Assessment
 - i) Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
 - ii) Teachers use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
 - iii) Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

- 4) Explicit Instruction
 - i) Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

- 5) Meaning-Based Context and Universal Themes
 - i) Teachers incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
 - ii) Teachers create classroom environments that provide authentic opportunities for use of academic language.
 - iii) Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

⁹⁰ Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

6) Modeling, Graphic Organizers, and Visuals

- i) Teachers regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

Sheltered Instruction / Specially Designed Academic Instruction in English (“SDAIE”)

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Our teachers will engage in the following practices to support universal access of subject matter content for all students:⁹¹

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient Greece might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

⁹¹ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied

Flowcharts – Students sequence important events in the development of the Greek culture.

Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share

their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Greek culture they feel the quote illustrates.

Additional proven methodologies to help EL students develop English proficiency will be employed throughout the instructional program, including increased time in the bell schedule for reading and math through our extended day program (detailed sample bell schedules are included below). Examples of instructional strategies include:

- Reading and Writing Workshop
- 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.

Reclassification

The goal of the Charter School’s English Learner program is to have all EL students progress from English Learner to Reclassified Fluent English Proficient (“RFEP”).

EL student classification will use the 2012 California English Language Development Standards’ three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4). (<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge. (California English Language Development Standards, K-12 (Nov. 2012)

<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.)

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

A student is considered to be eligible for reclassification once the following criteria are met:

1. Demonstrate academic English proficiency on the ELPAC, or an alternate assessment as required by the student’s IEP or Section 504 Plan. The Charter School will follow the recommendation from the State Board of Education to determine proficiency levels.
2. Demonstrate ELA proficiency on one of the following assessments:
 - a. CAASPP ELA (grades 3-8) - 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 grades K-8
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
 - b. Grades 6-8 require a passing final grade of “C” or better in the most recent quarter.
4. Parent Recommendation
 - a. The final criterion is approval by the parent or guardian to exit from the English Learner program, after the student has met the first 3 criteria.

The EL Coordinator will monitor classroom instruction, update ELD levels in the Student Information System, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at

each reporting period, and check readiness for promotion, reclassification or need for intervention. The School Leader(s) will share the progress and performance of ELs with the teachers and work with them to make the final decision regarding progression to the next ELD Proficiency Level.

Process for Monitoring Progress of ELs and reclassified (RFEP) students

The Charter School will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. As required by ESSA, RFEP students will be monitored for four years following reclassification. The School Leaders and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Charter School will prioritize resources for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Parents will receive annual written notification within thirty days of receipt of test results from the school. This same written notification will take place for initial assessments. In the notification letter, parents will receive overall assessment scores for ELPAC, a copy of their student's score report, the latest assurances related to language programs in California, notification of their child's LTEL or LTEL risk status, and an invitation to a reclassification meeting as appropriate.

Periodic Assessment of EL Program

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

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

KIPP SoCal Board and School Leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. If 21 or more English Learners are enrolled, the Charter School will establish an English Learner Advisory Committee ("ELAC") comprised of parents of English Learners, who will meet quarterly with the School Leaders (or their designee) during the school year to review the EL program and outcomes. In response to the results achieved on these assessments and feedback, the Charter School will identify program areas of needed improvement. These areas will be addressed through professional development both whole school and by grade-level, and through one to one teacher coaching. As needed, curricular

resources used may be revised to best meet student needs. Additionally, individual student needs will be identified through the analysis of these assessments and are addressed through targeted intervention.

Monitoring Progress and Effectiveness of Supports for LTELs

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for more than six years, and have remained at the same English language proficiency level for two or more consecutive years as determined by the state’s annual English language development test. (Cal. Ed. Code 313.1(a)(1).)

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

KIPP SoCal LEA 16 will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

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, the Charter School will not offer a formal, separate gifted and talented education (“GATE”) program. Throughout the day, teachers will 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 will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students and students achieving above grade level. Examples of instructional models that may be employed with gifted and talented students at the Charter School are:

- Project-based learning opportunities
- Accelerated tech-based adaptive learning programs
- Comprehensive experiential learning opportunities to enhance and supplement the curriculum
- Opportunities to provide peer-to-peer support
- Support with identifying and applying for high school scholarships from KIPP Through College

By using assessment information and classroom observations to monitor students’ progress, teachers will be able to make the necessary modifications and adjustments to best support students. All students at the Charter School will be valued for their individualism, and their interests and passions will be cultivated. Furthermore, the teachers will work together to develop plans to best support students in

driving forward their academic achievement and pursuits in relation to the students' learning profiles and specific talents. In order to ensure that the needs of all students are being met, the team will utilize the 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.

Identification of Gifted Students

Due to the fact that we do not offer a separate gifted program, the Charter School will not automatically offer testing for giftedness, but if a parent requests testing they will be referred to the District psychologists (or comparable/appropriate personnel within MUSD) and testing will be paid by the Charter School.

STUDENTS ACHIEVING BELOW GRADE LEVEL

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

- More frequent parent-teacher communication and increasing parent engagement in their child’s instructional progress via workshops so that they may support their son/daughter at home
- Wrap around service interventions such as counseling, occupational therapy, referral to community partners such as Hathaway-Sycamores Child and Family Services for counseling
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve
- Behavior Support Plan.

Classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

If an area of growth for student success becomes evident across a grade level or the Charter School, such as reading comprehension, professional development will be dedicated to that focus. In addition, teachers and administrators will work collaboratively to share best practices and ideas to support students achieving below grade level, and will develop key partnerships with community agencies and educational organizations to develop a cadre of resources for 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. Students will be identified as under achieving or at-risk of low achievement based on:

- classroom performance, including scores falling below the median benchmark (70%) on formative and summative assessments
- CAASPP (for grades 3-8), benchmark assessments
- Teacher observations
- Parent input

The SSPT will be comprised of the teacher(s), an administrator, other necessary support staff, the family of the child, and in some cases, the student. The purpose of the team will be to develop and implement an action plan that complements and enhances the child’s current educational program while targeting the specific academic or behavioral need(s) of the student. The SSPT will use a collaborative model to identify interventions for improved student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally in the general education setting. The process emphasizes that early intervention for underachieving and struggling students is a function of the general education program. The Charter School’s SSPT aligns to and works in tandem with the MTSS model in the following ways:

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

As with all other statistically significant subgroups and individual students, the School Leader (of the student's grade level) and classroom teacher(s) will monitor the progress of all students achieving below grade level. Parents will be notified of their student's academic progress every six weeks through either progress reports or parent conferences. Parents / guardians may also request a meeting to review progress at any time.

SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

The Charter School seeks to serve underserved student populations. To put students on the path to and through college, the mission, vision, and instructional programs of the Charter 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 the Charter School's student body, and the Charter School's program is based upon the successful practices already in practice at KIPP SoCal's existing schools. At its core, the Charter School is founded on a belief in high expectations for each of our students regardless of background.

We will identify low-income students as those who are eligible to receive free or reduced-price school meals. The Charter School has designed its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

- Providing more time to increase the learning opportunities of all students (these opportunities include, but are not limited to, in-class literacy experiences, out of class experiential learning field lessons and supplemented day
- Building the social capital of students via experiential learning opportunities in order for them to be able to navigate different social and educational settings
- Building robust classroom libraries in order to support the continued development of students' literacy experiences, both in and out of school
- Parent engagement workshops targeting topics such as financial literacy (in preparation for high school and college tuition) and health and nutrition, utilizing community partnerships to provide necessary resources to families in need

- Establishing a strong college-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

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

The Charter School will be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School plans to join the El Dorado County Charter SELPA, which is the SELPA currently used by KIPP SoCal’s schools outside of LAUSD. In the unlikely event the El Dorado County Charter SELPA does not admit the Charter School, we will either seek membership with another SELPA such as the Los Angeles County SELPA, Southwest SELPA, or obtain special education services with MUSD.

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

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

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

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. A

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

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site

administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and 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

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

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

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

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Given the high percentage of EL students anticipated, the Charter School will ensure it has appropriate staffing/support to serve students who are both students with disabilities and English Learners.

Charter School team members shall participate in County or SELPA in-service training relating to special education.

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

STUDENTS IN OTHER SUBGROUPS - 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 the Charter School. The Charter 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 is sent to all families. Foster and homeless youth are 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 the Charter School.

Role of the Homeless and Foster Youth Liaison

School Leader(s) will serve 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
- Maintain documentation and accurate records of interventions

Case Management Services

The Charter School will also provide 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, for clothing, strollers, etc. for families with small children
- Checking in with student to provide counseling support, if needed
- Supporting family with access to computer and wi-fi access
- Communicating changes in residency status to Homeless Liaison for updating records

The Regional Homeless and Foster Youth Task Force

The regional Homeless and Foster Youth Task Force is also available for consultation and guidance with support for families or questions about the McKinney-Vento Act and California legislation supporting foster youth. The KIPP SoCal Homeless & Foster Youth Task Force includes 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.

Charter School will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our intervention program will provide support to students and their families depending on the needs of the student, including counseling, and referrals to outside resources.

Charter School will screen for foster youth through a process that includes examining the following: possible visits from social services; non-parent enrolling student in school; home arrangements (group home). Foster youth struggling in school may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students can be referred to the SSPT process to determine the individual supports and interventions needed to help them succeed in their classes.

Charter School will also adhere to all state and federal policies related to foster youth.

Charter School will identify homeless youth through the enrollment forms families complete when enrolling in our school. Other ways Charter School will screen for homelessness is through drop in academic performance, hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act.

Charter School will adhere to the McKinney-Vento Act and provide all required supports to its homeless youth.

Charter School will identify Standard English Learners through placement assessment results on Language tests, performance on benchmark assessments that include written performance tasks and reading and language comprehension, grades in classes, and teacher input. Some of the instructional strategies that Charter School will implement to support the unique needs of its Standard English Learners include providing increased collaborative opportunities in each class so students can practice the language, teaching of academic vocabulary and language in all classes, and use of visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking.

Students in all subgroups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator. As with all other statistically significant subgroups and individual students, the School Leader(s) and classroom teachers will monitor the progress of all these students.

A TYPICAL DAY

LOWER SCHOOL

Isabella is a Kindergarten student at KIPP SoCal LEA 16. She is part of the founding kindergarten class, and is now a proud Oregon Duck in Mr. Lopez's kindergarten class. Isabella wears a beautiful green and yellow bow to school to show her Oregon pride. Her younger brother, Jon, hopes that he will be an Oregon Duck when he attends the Charter School next year. Isabella and Jon's mother, Belén, is a Teacher Resident through KIPP SoCal's Teacher Residency at Alder School of Graduate Education. As part of this residency program she has been teaching alongside her Teacher Residency Mentor, a veteran sixth-grade math teacher, at a nearby KIPP SoCal middle school. By the end of the year, she will have earned her Preliminary California Teaching Credential and a Master's Degree from University of the Pacific. She hopes to become a founding math teacher for the Charter School's Upper School.

When Isabella arrives in Oregon each morning, she puts her homework in the bin and hangs her backpack on its rack, and greets Mrs. Garcia, another Oregon parent who is checking homework this morning as a volunteer for Mr. Lopez. The room is already buzzing with activity during this family literacy block, with mothers, fathers, aunts, and an abuela leading literacy centers with small groups of students around the room. Isabella practiced her sight words yesterday, so today she goes to the library center, excited to get a few minutes of reading in before morning meeting starts. She joins Isaac and his dad, who are already sitting on the beanbags in the library center reading a book about dinosaurs.

Isabella picks up her own book about space that Mr. Lopez read the day before during reader’s workshop. Isabella had been eager to get a closer look at the photo of the girl astronaut who likes space and dancing just like her!

Jaylynn, another student in the class, rings an apple-shaped bell to remind all students that it’s time to start Morning Meeting. Families give their students a quick hug and help to tidy up the centers as all students walk to sit in a circle on the carpet. Mr. Lopez sits down in the circle as well and Jaylynn begins Morning Meeting with the greeting. As Jaylynn facilitates the class through the Morning Meeting agenda, which includes greeting, sharing, news and announcements, and a community game, all students participate and follow along. Isabella’s favorite part is the game --“Bumps, Stars, and Statues.”

When the game ends, students close out Morning Meeting by giving three classmates a handshake, high five, or hug before they head back to their tables. Isabella gives Danielle, Mario, and Lupe a high five and heads back to her seat to get her whiteboard and marker for math.

Following morning meeting, it’s time for English Language Development (ELD) and phonics. Mr. Lopez works with a group of students who are learning English, and Isabella joins a small group working with the instructional assistant, Ms. Castillo, on a phonics lesson sorting words by their ending sounds. Today, they are working on words with the ending sounds “b,” “d,” and “t.” Isabella works with her partner, Alessandra, to sort 12 words, then gets a high five from Ms. Castillo for sorting each word correctly.

Students then line up to head to the art studio. Ms. Greene, the art teacher, told the class that today, they would be “meeting” a new artist, Andy Warhol. They are going to learn about him and study pop art in preparation of creating their own artwork like Warhol’s. Ms. Greene had set up posters around the room of Andy Warhol’s artwork, and students rotate the room to observe, then learn about some of the tools that Andy Warhol used to create his art. Isabella bounced in her seat with excitement when she learned that their pop art would be showcased in KIPP SoCal’s Museum of KIPP Art –an event that brings together KIPPsters and their families from all the KIPP SoCal schools in celebration of art.

Mr. Lopez calls students to line up once again and walks the class down to the cafeteria where a parent volunteer and operations aide, who is also a parent at the Charter School, 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. Today, Isabella 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. Back in class, Mr. Lopez leads them in a Calm Classroom deep breathing exercise. The Sun Breathing one is Isabella’s favorite. It always makes her feel calmer after running around outside.

When the class returns from recess, and Mr. Lopez calls the students to their tables and has them take out their Reader’s Notebooks and individual book bags to prepare for Reader’s Workshop. 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. Isabella 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. Mr. Lopez is conferencing with students and taking notes in his own notebook. He pauses to ask Isabella 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.

Next up is math instruction. Isabella knows her group heads to the carpet first for instruction. Her 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. Isabella works with her partner, Dylan, to solve several problems using the manipulatives. Isabella and Dylan celebrate when they solve the challenge problem of the day. After the small group, Isabella completes her independent practice, and then picks up a Chromebook to go onto ST Math, solving puzzles which reinforce her understanding of the lessons about the addition she learned last week. During the third and final rotation, Isabella goes to math centers, where she 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 going to recess.

Next, Ms. Castillo rings the bell, which is the signal for students to transition to their guided reading groups. Students grab their book bags of independent reading books, then line up at the door and transition, with smiles to their friends, to their guided reading classrooms. Every student is in a homogeneous guided reading group with other students at the same reading level, who need to focus on accuracy, fluency, comprehension, or a combination thereof. Isabella travels to the neighboring classroom, UCLA, to be in Ms. Jackson's second guided reading group, the Blue Whales. She continues to read independently from her book bag and then completes a rhyming center while Ms. Jackson reads with her first group. When it's her group's turn, Isabella joins Ms. Jackson at the kidney table with four other students, excited to continue reading a new book at her "just right" level. The students read and practice making connections between the book and their own lives.

After Reader's Workshop, it's time for Writer's Workshop. Isabella could not wait to continue writing about her small moment. She had chosen to write about the time that she went to the zoo with her family. Today, Mr. Lopez was teaching them how to add details about the setting to their illustrations and stories. Isabella headed back to her seat to add the plants that she had seen in the tiger's habitat to her illustration of that day. At the end of the lesson, Ms. Castillo asked Juan to put his small moment on the document camera to show the class. Juan told about going to the hospital to visit his baby sister for the first time. When he asked for glows and grows from the class, Isabella told Juan that she 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,” Isabella added as a grow for Juan. Juan thanked Isabella, and the class put their writing away in their folders.

Next, Isabella and her classmates gathered on the carpet again for a grammar lesson. Today, the class was learning about different types of end punctuation. They read the book *Yo! Yes?*, by Chris Raschka, and practiced finding periods, question marks, and exclamation points in the text. Mr. Lopez read the whole story with silly voices, and Isabella and her classmates erupted in giggles as they got to the final pages.

Next, the class headed out to the yard for PE with Ms. Romero. Students run a lap around the field, then settle into rows to stretch and hear Ms. Romero’s instructions for the day. In PE, they’re starting to practice the skills they’ll need to play a game of whiffle ball in two weeks. Today, they’ll be practicing an underhand throw. Ms. Romero reviews the steps with students, “Aim, pull back, release,” students repeat as they practice the movements with a partner. They wrap up PE with a mindfulness activity, made up of a short sequence of yoga poses, accompanied by belly breathing.

Next, Isabella returns to Oregon for gratitude circle and dismissal. She drops off her book bag and heads to join the circle on 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?” Isabella 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 gratitude circle, each student picks up their homework folder and heads back to their desk to read until their family comes to pick them up. As Mr. Lopez opens the classroom door, Isabella sees that her mom is first in line. Belén chats with Mr. Lopez as Isabella puts her pencil away and pushes in her chair. Isabella gives Mr. Lopez a high five and gives her mom a big hug. “Mama! Guess what! My art is going to be in an art show! It’s pop art like Andy Warhol. I think I want to paint donuts in fun colors. And you and Jon can come see my masterpiece!” Mr. Lopez smiles and waves goodbye, saying, “See you in the morning, Isabella!”

UPPER SCHOOL

Esperanza is an 8th grader who is entering her fourth year at KIPP SoCal LEA 16. As an eighth grade student, she arrives early to campus to help her former math teacher correct 7th grade homework. She heads to the lunch area to join her friends for breakfast and to review last night’s homework. After breakfast, Esperanza and her friends join the rest of their homeroom for their morning meeting. Esperanza’s homeroom teacher checks attendance and student agendas while students work independently on today’s morning work. Students review their work with a partner before heading to first period.

Esperanza enters her reading class and pulls out her well-annotated copy of *The Things They Carried*. She is responsible for leading today’s seminar about the humanity of war as seen through characters in the novel. She opens the discussion by asking her teammates to identify the most important items they carry in their backpacks. She is pleased as students begin to make the connection between their own

backpacks and the packs soldiers carried with them in Vietnam. As the seminar wraps up, the English Language Arts teacher assigns the next two chapters for tomorrow's discussion.

On the way to Science 8, Esperanza and her teammates continue discussing *The Things They Carried*. As they enter the science classroom, she grabs a pair of goggles and a lab coat from the materials station knowing that today they will be continuing their investigation of kinetic energy. Esperanza has written many lab reports in her four years at KIPP and makes very careful notes and observations as she completes the experiment. When the teacher stops by their work station, Esperanza and her lab partner discuss their hypothesis with her. Encouraged by her positive feedback, they continue working on their lab. After cleaning up her work station, Esperanza begins to look forward to her math class.

During Math 8, the teacher is introducing the concept of slope. Esperanza and her classmates stack books to measure the rise and run of the slope. Once they have practiced with the books, they begin to apply their newly acquired knowledge to practice problems in their textbook. Esperanza and her classmates discuss the graphs that they have created and their real-life applications.

Esperanza's next class, Mixed Media, is her favorite class. In Mixed Media, she and three of her classmates are working on creating a film about how students embody the school's values, using iPhones and simple editing software. They have completed their scripts and are about to start filming. The teacher spends a few minutes talking with them about their plans for filming and reminding them of the responsibility to be respectful of others as they move around the school to film their project. Esperanza looks forward to taking music in the second semester where she'll have the opportunity to practice reading music and playing steel drums.

On their way to Social Studies, Esperanza and her friends entertain themselves by singing a mitosis chant they learned in 7th grade. They settle into their seats and the teacher begins guiding students by asking what they recall about the Vietnam War from their seminar in reading class. Social Studies is one of Esperanza's favorite classes because she loves making connections between literature, the past and her world today. She is excited about tomorrow's English language arts class because she knows that she will be able to increase her knowledge about the Vietnam War through the research paper that she is working on.

Next Esperanza picks up her lunch in the lunch area. Esperanza and her classmates enjoy a healthy, nutritious lunch that fuels their learning for the rest of the afternoon.

Following lunch, it's time for ELA, so Esperanza and her classmates grab their ELA notebooks and independent reading books. They also take out their working drafts of the biographies they've been writing. Today, they're strengthening their writing skills and finishing the draft of their biographies. Since Esperanza and one of her teammates have already finished their drafts and gotten feedback from the teacher, Ms. Miles, they are able to partner up to do peer revisions. Later on in class, Ms. Miles does a

mini lesson on how to create sentences that enhance meaning and how to create sentences that vary in length and structure.

Esperanza concludes her day with her enrichment class where she and her teammates are producing the school's annual yearbook. Since this is their last year at KIPP SoCal LEA 16, they are working hard to make the yearbook extra special. At the end of the day, Esperanza waves good-bye to her classmates who are staying for the after school program. As she packs up to leave, she reflects on another productive and enjoyable day at the Charter School.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES

Governing Law: “The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter 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 paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Education Code Section 47605(b)(5)(B).)

KIPP SoCal LEA 16 will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605. The Charter School will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

KIPP SoCal LEA 16 will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School’s goals as of this petition submission, for all pupils (including statistically significant subgroups)⁹² pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, the Charter School’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. We note that at this time, without yet having any data to determine baselines and set initial specific goals, it is impossible to define any differentiated subgroup goals, to the extent these may be necessary. In the event any achievement gaps exist

⁹² We include here subgroups that we anticipate at this time will be “statistically significant” in the Charter School’s enrollment, based on MUSD demographics. CDE currently publishes scores where 10 or more students in a grade level in a particular subgroup have valid test scores. In the event any additional subgroups warrant inclusion in these goals (e.g., foster, homeless, additional race/ethnicity) we will include them in our annual LCAP.

between subgroups and the overall student population, the Charter School will set specific annual goals for increases in subgroup performance, and define specific steps to be taken and resources to be allocated to achieve these goals. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

LCFF STATE PRIORITIES

GOAL #1

All students will have access to a high-quality educational program taught by well-qualified teachers.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

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: the Charter School will ensure the schedule allows enough time for all students, including SWD and ELs, to engage in all subjects and available enrichments.
- Hiring of credentialed teachers to teach enrichments.
- The Charter School will create a budget that supports the hiring of needed teachers to offer courses to all students.

Expected Annual Measurable Outcomes

Outcome #1: Teachers will be hired and retained who are appropriately credentialed and assigned in accordance with applicable law and the charter petition.

Metric/Method for measuring: Percentage of teachers who are appropriately credentialed and assigned

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All students (School-wide and all subgroups)	N/A	100% of teachers will	100% of teachers will	100% of teachers will	100% of teachers will	100% of teachers will

		be fully credentialed	be fully credentialed	be fully credentialed	be fully credentialed	be fully credentialed
Outcome #2: All students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.						
Metric/Method for Measuring: Inventory lists for books, software licenses.						
APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	N/A	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
English Learners	N/A	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Socioecon. Disadv./Low Income Students	N/A	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Students with Disabilities	N/A	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
African American Students	N/A	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials 100%
Latino Students	N/A	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Foster Youth	N/A	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials

Students experiencing homelessness	N/A	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
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Outcome #3: The Charter School will fully implement the CCSS in ELA and Math in all grades and for all students.
Metric/Method for Measuring: Purchased textbooks/online curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	N/A	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
English Learners	N/A	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Socioecon. Disadv./Low Income Students	N/A	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Students with Disabilities	N/A	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
African American Students	N/A	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Latino Students	N/A	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Foster Youth	N/A	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Students experiencing homelessness	N/A	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation

Outcome #4: All teachers will attend training on CCSS, NGSS and other state content standards and the state Frameworks along with integrated and designated EL strategies to support EL students.

Metric/Method for measuring: PD attendance records.

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide and all statistically significant subgroups)	N/A	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards
English Learners	N/A	100% of teachers will attend PD on integrated	100% of teachers will attend PD on integrated	100% of teachers will attend PD on integrated	100% of teachers will attend PD on integrated	100% of teachers will attend PD on integrated and

		and designated ELD for EL students	and designated ELD for EL students	and designated ELD for EL students	and designated ELD for EL students	designated ELD for EL students
<p>Outcome #5: All students will have access to a broad course of studies including ELA, Math, Science and Social Science as well as enrichments in the Visual and Performing Arts, P.E., field trips and for Upper School students, rotating electives.</p> <p>Metric/Method for measuring: Master schedule; student folders.</p>						
APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	N/A	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments
English Learners	N/A	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments
Socioecon. Disadv./Low Income Students	N/A	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments
Students with Disabilities	N/A	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments
African American Students	N/A	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments

Latino Students	N/A	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of student studies enrichments
Foster Youth	N/A	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of student studies enrichments
Students experiencing homelessness	N/A	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of studies including enrichments	100% of students will have access to a broad course of student studies enrichments

Outcome #6: The school facility will be clean and in “good repair” or better as measured by SARC.

Metric/Method for measuring: SARC results; facilities inspection checklists

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide and all subgroups)	N/A	The Charter School facility will receive “in good repair” 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive “in good repair” 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive “in good repair” 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive “in good repair” 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive “in good repair” 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.

GOAL #2

All students will meet high expectations for success through a differentiated, supportive and trauma-informed instructional program.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Specific Annual Actions to Achieve Goal

- Teachers will use data such as interim assessments to tailor and guide instruction
- Blended learning model ensures daily intervention and acceleration is available
- Professional development (“PD”) and on-going coaching for teachers using KIPP Framework for Excellent Teaching and CCSS training
- Multi-Tiered System of Supports with a Student Support and Progress Team
- Tutoring after school during study hall
- English Language Proficiency Assessment for California (“ELPAC”) data will help inform instruction for ELs and reclassification.
- EL students will receive integrated and designated ELD to support their language development
- Teachers will use NWEA MAP scores, real-time data from online curricula, in-class assessments and other interim assessments to create targeted and differentiated instruction for each student
- All teachers will receive comprehensive PD in trauma-informed instructional approaches, character education, PBIS, restorative justice and other Social-Emotional Learning strategies and programs

Outcome #1: Maintain high rate of students – with annual increases – in grades 3-8 who met or exceeded standards in English Language Arts on CAASPP

Metric/Method for measuring: CAASPP

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
English Learners	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Socioecon. Disadv./Low Income Students	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Students with Disabilities	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
African American Students	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Latino Students	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Foster Youth	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Students experiencing Homelessness	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%

Outcome #2: Maintain high rate of students – with annual increases – in grades 3-8 who met or exceeded standards in Math on CAASPP

Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
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All Students (Schoolwide)	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
English Learners	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Socioecon. Disadv./Low Income Students	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Students with Disabilities	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
African American Students	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Latino Students	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Foster Youth	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Students experiencing Homelessness	N/A	Baseline	Baseline +3%	Baseline +6%	Baseline +9%	Baseline +12%
Outcome #3: English Learner students will make annual progress in proficiency as measured by the ELPAC.						
Metric/Method for Measuring: Percentage of students who progress at least one performance level on the ELPAC each year.						
APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
English Learners	N/A	Baseline	55%	58%	60%	62%
Outcome #4: English Learners will be reclassified annually.						
Metric/Method for Measuring: Percentage of EL students who are reclassified.						
APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
English Learners	N/A	27%	29%	31%	33%	35%
Outcome #5: The percentage of grades K-2 students who meet or exceed their annual growth targets on the NWEA MAP assessments will be at least 50%.						
Metric/Method for Measuring: NWEA MAP scores.						
APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	N/A	≥50% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments	≥53% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥55% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥58% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥60% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.
English Learners	N/A	≥50% of TK/K-2	≥53% of TK/K-2	≥55% of TK/K-2	≥58% of TK/K-2	≥60% of TK/K-2 students will

		students will meet or exceed their annual growth targets on the NWEA MAP assessments	students will meet or exceed their annual growth targets on the NWEA MAP assessments.	students will meet or exceed their annual growth targets on the NWEA MAP assessments.	students will meet or exceed their annual growth targets on the NWEA MAP assessments.	meet or exceed their annual growth targets on the NWEA MAP assessments.
Socioecon. Disadv./Low Income Students	N/A	≥50% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments	≥53% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥55% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥58% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥60% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.
Students with Disabilities	N/A	≥50% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments	≥53% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥55% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥58% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥60% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.
African American Students	N/A	≥50% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments	≥53% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥55% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥58% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.	≥60% of TK/K-2 students will meet or exceed their annual growth targets on the NWEA MAP assessments.
Latino Students	N/A	≥50% of TK/K-2 students will meet or exceed their	≥53% of TK/K-2 students will meet or exceed their	≥55% of TK/K-2 students will meet or exceed their	≥58% of TK/K-2 students will meet or exceed their	≥60% of TK/K-2 students will meet or exceed their annual growth

		annual growth targets on the NWEA MAP assessments	annual growth targets on the NWEA MAP assessments.	annual growth targets on the NWEA MAP assessments.	annual growth targets on the NWEA MAP assessments.	targets on the NWEA MAP assessments.
Foster Youth	N/A	≥50%	≥53%	≥55%	≥58%	≥60%
Students experiencing Homelessness	N/A	≥50%	≥53%	≥55%	≥58%	≥60%
Outcome #6: All teachers will attend training on trauma-informed practices, character education, PBIS, restorative justice and social-emotional learning.						
Metric/Method for measuring: PD agendas; attendance records.						
APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide and all statistically significant subgroups)	N/A	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies	100% of teachers will attend PD on trauma-informed practices and other SEL programs and strategies
Outcome #7: All students will participate in structured programs and lessons for character education, PBIS, restorative justice and social-emotional learning to support their holistic development.						
Metric/Method for Measuring: Purchased curricula, lesson plans.						
APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	N/A	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.
English Learners	N/A	100% of students will participate in lessons on character education,	100% of students will participate in lessons on character education,	100% of students will participate in lessons on character education,	100% of students will participate in lessons on character education,	100% of students will participate in lessons on character education,

		PBIS, restorative justice and social-emotional learning.	PBIS, restorative justice and social-emotional learning.	PBIS, restorative justice and social-emotional learning.	PBIS, restorative justice and social-emotional learning.	PBIS, restorative justice and social-emotional learning.
Socioecon. Disadv./Low Income Students	N/A	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.
Students with Disabilities	N/A	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.
African American Students	N/A	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.
Latino Students	N/A	100% of students will participate in lessons on character education, PBIS, restorative justice and	100% of students will participate in lessons on character education, PBIS, restorative justice and	100% of students will participate in lessons on character education, PBIS, restorative justice and	100% of students will participate in lessons on character education, PBIS, restorative justice and	100% of students will participate in lessons on character education, PBIS, restorative justice and

		social-emotional learning.	social-emotional learning.	social-emotional learning.	social-emotional learning.	social-emotional learning.
Foster Youth	N/A	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.
Students experiencing homelessness	N/A	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.	100% of students will participate in lessons on character education, PBIS, restorative justice and social-emotional learning.

GOAL #3	
All students and parents will feel supported and engaged in school life.	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	
<ul style="list-style-type: none"> Families will be given 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.
- The Charter School will provide at least six parent engagement events throughout the year including Back to School Night, Math Night, Literacy Night, and other parent workshops.
- Parent-teacher conferences will be held twice annually.
- Parents will be encouraged to attend classroom and schoolwide celebrations, performances and shows of student work.
- Parents will be invited to participate on the School Site Council and ELAC, and to attend Board meetings.
- Parents will be invited to participate in KIPP SoCal’s Family Ambassador program.
- Parents will be invited – but never required – to volunteer at the Charter School in classrooms, in the school yard, on field trips, and in helping plan school events and celebrations.
- The Charter School will ensure school safety and promote positive school climate through PBIS, SEL, character education, and schoolwide celebrations.

Expected Annual Measurable Outcomes

Outcome #1: School Site Council and ELAC will be established and supported to be fully operational and self-sustaining.

Metric/Method for measuring: Parent sign-in sheets; agendas

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide and all Significant Subgroups)	N/A	SSC will hold at least six meetings annually; ELAC will hold at least six meetings annually.	SSC will hold at least six meetings annually; ELAC will hold at least six meetings annually.	SSC will hold at least six meetings annually; ELAC will hold at least six meetings annually.	SSC will hold at least six meetings annually; ELAC will hold at least six meetings annually.	SSC will hold at least six meetings annually; ELAC will hold at least six meetings annually.

Outcome #2: School will offer multiple opportunities for engagement, at least 2 a quarter, and monitor attendance trends to inform future planning with the goal of increasing attendance over time.

Metric/Method for measuring: Parent sign-in sheets at parent meetings, sign-in sheets

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide and all Significant Subgroups)	N/A	At least 1 school wide event will have at least 75% participation rate	At least 2 school wide events will have at least 75% percent participation rate	At least 3 school wide events will have at least 75% percent participation rate	At least 4 school wide events will have at least 75% percent participation rate	At least 5 school wide events will have at least 75% percent participation rate

Outcome #3: Suspension rate will not exceed 2%.

Metric/Method for Measuring: Suspension rate.

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	N/A	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%

English Learners	N/A	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
Socioecon. Disadv./Low Income Students	N/A	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
Students with Disabilities	N/A	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
African American Students	N/A	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
Latino Students	N/A	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%

Outcome #4: Expulsion rate will not exceed 0.5%.

Metric/Method for Measuring: Expulsion rate.

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	N/A	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
English Learners	N/A	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
Socioecon. Disadv./Low Income Students	N/A	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
Students with Disabilities	N/A	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
African American Students	N/A	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
Latino Students	N/A	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%

Outcome #5: Greater than 75% of students will feel safe at school.

Metric/Method for Measuring: “I feel safe at school” as a 4 or better as measured by annual survey.

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26

All Students (School-wide)	N/A	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey
English Learners	N/A	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey
Socioecon. Disadv./Low Income Students	N/A	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey
Students with Disabilities	N/A	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey
African American Students	N/A	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey
Latino Students	N/A	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey	>75% of students will feel safe at school based on annual student survey
Outcome #6: Sustain an Average Daily Attendance (“ADA”) rate of 95% ADA.						
Metric/Method for Measuring: Average Daily Attendance Rate						
APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26

All Students (School-wide)	N/A	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
English Learners	N/A	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
Socioecon. Disadv./Low Income Students	N/A	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
Students with Disabilities	N/A	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
African American Students	N/A	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%
Latino Students	N/A	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%	ADA will be ≥95%

Outcome #7: Sustain a 10% or less chronically absentee rate.

Metric/Method for Measuring: Chronic Absenteeism Rate

APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	N/A	Baseline	.5% lower than baseline, not to exceed <10% chronic absentee rate	.5-1% lower than baseline, not to exceed <10% chronic absentee rate	1-.5% lower than baseline, not to exceed <10% chronic absentee rate	1.5-2% lower than baseline, not to exceed <10% chronic absentee rate
English Learners	N/A	Baseline	.5% lower than baseline, not to exceed <10% chronic absentee rate	.5-1% lower than baseline, not to exceed <10% chronic absentee rate	1-.5% lower than baseline, not to exceed <10% chronic absentee rate	1.5-2% lower than baseline, not to exceed <10% chronic absentee rate
Socioecon. Disadv./Low Income Students	N/A	Baseline	.5% lower than baseline, not to exceed <10% chronic absentee rate	.5-1% lower than baseline, not to exceed <10% chronic absentee rate	1-.5% lower than baseline, not to exceed <10% chronic absentee rate	1.5-2% lower than baseline, not to exceed <10% chronic absentee rate
Students with Disabilities	N/A	Baseline	.5% lower than baseline, not to exceed <10% chronic absentee rate	.5-1% lower than baseline, not to exceed <10% chronic absentee rate	1-.5% lower than baseline, not to exceed <10% chronic absentee rate	1.5-2% lower than baseline, not to exceed <10% chronic absentee rate
African American Students	N/A	Baseline	.5% lower than baseline, not to exceed <10% chronic absentee rate	.5-1% lower than baseline, not to exceed <10% chronic absentee rate	1-.5% lower than baseline, not to exceed <10% chronic absentee rate	1.5-2% lower than baseline, not to exceed <10% chronic absentee rate
Latino Students	N/A	Baseline	.5% lower than baseline, not to exceed <10% chronic absentee rate	.5-1% lower than baseline, not to exceed <10% chronic absentee rate	1-.5% lower than baseline, not to exceed <10% chronic absentee rate	1.5-2% lower than baseline, not to exceed <10% chronic absentee rate

Foster Youth	N/A	Baseline	.5% lower than baseline, not to exceed <10% chronic absentee rate	.5-1% lower than baseline, not to exceed <10% chronic absentee rate	1-.5% lower than baseline, not to exceed <10% chronic absentee rate	1.5-2% lower than baseline, not to exceed <10% chronic absentee rate
Students experiencing homelessness	N/A	Baseline	.5% lower than baseline, not to exceed <10% chronic absentee rate	.5-1% lower than baseline, not to exceed <10% chronic absentee rate	1-.5% lower than baseline, not to exceed <10% chronic absentee rate	1.5-2% lower than baseline, not to exceed <10% chronic absentee rate
Outcome #8: Sustain a middle school drop-out rate of 0%.						
Metric/Method for Measuring: Middle school drop-out Rate						
APPLICABLE STUDENT GROUPS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (School-wide)	N/A	N/A	0% drop-out rate	0% drop-out rate	0% drop-out rate	0% drop-out rate
English Learners	N/A	N/A	0% drop-out rate	0% drop-out rate	0% drop-out rate	0% drop-out rate
Socioecon. Disadv./Low Income Students	N/A	N/A	0% drop-out rate	0% drop-out rate	0% drop-out rate	0% drop-out rate
Students with Disabilities	N/A	N/A	0% drop-out rate	0% drop-out rate	0% drop-out rate	0% drop-out rate
African American Students	N/A	N/A	0% drop-out rate	0% drop-out rate	0% drop-out rate	0% drop-out rate
Foster Youth	N/A	N/A	0% drop-out rate	0% drop-out rate	0% drop-out rate	0% drop-out rate
Latino Students	N/A	N/A	0% drop-out rate	0% drop-out rate	0% drop-out rate	0% drop-out rate
Students experiencing homelessness	N/A	N/A	0% drop-out rate	0% drop-out rate	0% drop-out rate	0% drop-out rate

Just as Charter School stakeholders (parents, teachers and staff) will be engaged in setting goals in the Charter School’s annual LCAP, so too will stakeholders receive updates and reporting on the Charter School’s progress towards meeting the stated goals. Annually, the Charter School’s leadership team will provide an update to its students and parents about schoolwide academic performance. The schoolwide data will be 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. An annual “LCAP Update” newsletter also will be sent home to families.

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 importantly, help us

keep the promises we make to our students and their families. The six essential questions that we use to help us set goals are as follows:

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

The Charter School, like all KIPP SoCal schools, will set specific and measurable goals aligned to each of our six essential questions annually, aligned with our goals for the state priorities described above.

The School Leaders will be responsible for the Charter School's achievement of these goals, as well as the goals in the annual LCAP, and will report to the Chief Academic Officer, who in turn reports to the Chief Executive Officer, on progress towards goals and success in meeting the Charter School's mission and vision. The Chief Executive Officer reports directly to the Board of Directors at each Board meeting and will be held responsible by the Board for meeting organization-wide goals as well as ensuring the success of each of KIPP SoCal's individual schools. An online dashboard is available 24/7 that tracks school progress/status towards annual goals in the LCAP so that School Leaders, CMO staff and the Board can see our progress in real time. As detailed in Element 4, the Board monitors the fiscal and operational performance of KIPP SoCal and each of its schools, as well as the academic performance of each school in the network.

ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

METHODS FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE AND SUMMATIVE ASSESSMENTS

As detailed in Element 2 and throughout Element 1, the Charter School will employ multiple formative and summative assessment tools to determine student growth and proficiency, inform instruction and the need for additional interventions and supports, and to evaluate the success of specific curricula, strategies and programs. Data from these assessments will drive decision-making at all levels of the organization, from individual student differentiation of learning to overall efficacy of the Charter School. Teachers will continuously report to and collaborate with the School Leaders to review student data and reflect on their own teaching practice in a cycle of continuous improvement. School Leaders will utilize student outcome data to inform teacher professional development and coaching needs.

The Charter School will administer initial assessments, exit tickets, and regular unit assessments in an effort to determine where students are performing at any given time. These assessments will guide instruction and help determine which students need additional support or which students can be pushed to achieve at even higher levels.

INITIAL ASSESSMENTS

In addition to reviewing existing student data from previous years/schools (where available), all new students at all grade levels will be given benchmark exams in the first weeks of school in order to determine their levels in ELA and Math. These initial assessment results will be discussed and analyzed in depth collaboratively by teachers with School Leaders and SST personnel to determine ways to differentiate instruction based on the needs of the students. Teachers will discuss the data collaboratively to share ideas and effective strategies to drive forward student achievement. Teachers will also use this data to create fluid intervention groups in which they will target specific needs of students. These assessments will also serve as a beginning point in which progress will be monitored and measured against.

NWEA MAPs AND STAR ASSESSMENTS

Students in TK/K-2nd grades and EL students in all grade levels will take a reading and math norm-referenced test, the NWEA 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.

Each year, the Charter School will disaggregate schoolwide NWEA MAP or other norm-referenced equivalent data by subgroups and analyze those data to make any needed adjustments to the instructional program. The Charter School expects TK through second-grade students in each student group to meet the Charter School's NWEA MAP performance goals listed in Element 2. NWEA 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.

Teachers also will use Renaissance's STAR suite of online assessments (TK/K-8), including STAR Early Literacy (K-3), STAR Reading, STAR Math and STAR CBM. These brief (≤ 20 minutes), standards-aligned online assessments provide teachers with data about student mastery of specific state standards and help inform instruction, intervention and support.

EXIT TICKETS, UNIT ASSESSMENTS, QUIZZES, WRITING AND PERFORMANCE RUBRICS

Using the initial assessments as a baseline for student groupings and instructional implementation, the Charter School will also implement a variety of teacher- and region-created formative assessments including daily exit tickets, unit assessments, quizzes, and assessment of student writing and performance tasks (presentations, projects). During small group rotations in ELA and math, teachers will administer exit tickets daily to do a quick check for understanding after a lesson. Exit tickets allow teachers to quickly identify and respond to students within 24 hours. Additionally, they enable teachers to push accelerated students on to new topics more quickly and efficiently. These exit tickets will often be 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 will direct them to further work on that particular topic through independent tasks, adaptive software programs, or re-teaching.

In addition to exit tickets, the Charter School's teachers will administer publisher and teacher-created unit assessments and quizzes. Using the standards-based pacing calendar, teachers will utilize curricular assessments to appropriately measure mastery of the topics taught in the previous unit. All assessments will be aligned with CCSS, NGSS, and state content standards. These formative assessments will often be administered online, allowing for immediate collection of responses and easier analysis through Illuminate. Teachers will analyze the data to identify topics that need to be retaught the following week, assess the effectiveness of student groupings, highlight students who continue to struggle and those who are ready for more challenging work, and shine a light on instructional techniques that did not work. Similarly, unit assessments and quizzes will reinforce successful teaching techniques and help to identify teachers who are excelling and can be tapped for professional development or best practice sharing.

Publisher and teacher-created writing rubrics and performance task rubrics (presentations, projects, etc.) will further help teachers evaluate student mastery of standards-aligned content and skills. Online adaptive software will provide another source of data in real-time, as teachers check students' online

activity and success with specific standards and content strands. Finally, teacher observation plays a critical role as well.

At grade-level or department meetings throughout the assessment cycles, teachers will continue to discuss their students’ progress in mastering standards, analyze student work, and discuss best practices. Each teacher will receive one-on-one coaching from a member of the leadership team, which will, in part, focus on planning, lesson observation, feedback, and informal assessments as they relate to student outcomes on summative assessments. Ultimately, these unit assessments will help ensure that students receive the instruction and intervention or acceleration they need to be successful on the interim assessments and ultimately, the CAASPP. Teachers will look at these multiple sources of data to identify the students who have not yet mastered specific standard and skills. Teachers will then work with the leadership team to identify the proper interventions.

STATE TESTING

All students in grades three through eight take the CAASPP each spring to measure proficiency in ELA and Math, though students who are eligible will take the California Alternative Assessment (CAA). The Charter School will administer the Interim Comprehensive Assessments (“ICAs”) once annually in grades 3-8 to help students prepare for the CAASPP and to guide teachers’ instruction.

Students in fifth and eighth grades also will take the California Science Test (CAST) which is based on the California Next Generation Science Standards (NGSS).

The ELPAC will be administered to all English Learners each spring, as well as to newly enrolled EL students within 30 days of the start of the school year (or when they first enroll).

The Charter School will administer the FitnessGram Physical Fitness Test to students in grades five and seven, to measure physical performance in alignment with state standards.

The Charter School shall adhere to all state testing requirements applicable to charter schools. As established above, the Charter School will utilize diverse assessments that are aligned with the California Common Core State Standards, curriculum and instructional program, and compliant with state mandates. These will be administered according to the assessment cycle described within this Element. Further, the Charter School 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).

Assessment	Purpose/Performance Expectations	Grade	Timeline
Exit Tickets, Quizzes, Writing Rubrics, Performance Task Rubrics	To measure mastery across all courses/subjects.	TK/K-8	Daily/weekly/monthly

Publisher-Designed Assessments	To assess mastery of unit/lesson content.	3-8	End of unit/end of semester or year.
CAASPP/ CAA	State Criterion-Based Assessment in ELA and Math	3-8	May
California Science Test (CAST)	State Criterion-Based Assessment in Science based on NGSS	5, 8	May
NWEA MAPs	National norm-Referenced assessments in ELA and Math	TK/K-8	Fall and Spring
STAR Assessments	Highly rated brief, standards-aligned assessments in ELA and Math	TK/K-8	Fall, discretionary additional use throughout the year based on teacher/student need
ELPAC	To measure English language acquisition	TK/K-8	(Initially) within 30 days of enrollment (Annually) February to May
Interim Comprehensive Assessments/Interim Assessment Blocks	Designed to provide meaningful information for gauging student progress and predicting CAASPP performance	3-8	February
PFT/FITNESSGRAM	To help students in starting life-long habits of regular physical activity	5, 7	February to May

DATA ANALYSIS AND REPORTING

KIPP SoCal maintains extensive data on student demographics, performance, and participation in special programs for all of its charter schools. This data is stored in our student information system, Illuminate. Illuminate will allow the Charter School to collect, analyze, and share data on student performance on formative and summative assessments easily. The KIPP SoCal Academic Team maintains the database system and ensures confidentiality and security.

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

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

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

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

- **Data acquisition:** The Leadership Team will 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 will reflect on their classroom data by submitting reflection forms and conducting error analysis on all assessments. Grade levels will then come together to reflect on their results and create specific plans of action and subsequent goals to improve student outcomes. Simultaneously, the Leadership Team will meet to review schoolwide results and create plans to support teachers/grade levels as needed.
- **Analyzing Student Work:** On a regular basis, teachers will come together to analyze student work or exit tickets. The aim is to identify student misconceptions early and clarify during a reteach block.
- **Unit/Lesson Plan Reviews:** Weekly, grade levels will 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 will be made to ensure all students are receiving differentiated instruction.
- **Program Alignment and Design:** Through data acquisition, reflection, and analysis, the Charter School's teachers will ensure that the instructional model is aligned with relevant content and standards, as well as student growth. This process will ensure that the teaching strategies and practices employed are appropriate and supportive of the outcomes and overall design of the academic program.

In addition to assessing student data to tailor instruction, the Charter School will also use data to assess teacher progress towards professional growth goals including student progress and proficiency. This data is incorporated into teacher evaluations and reviews.

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

GRADING POLICY

Report cards will be provided to families four times a year. Progress reports will also be sent home intermittently as students take assessments weekly. The Charter School will administer grades based upon students' mastery of state content standards. Grades will be reported in quarterly school-created report cards for the Upper School on a scale from A-F (A, B, C, and F) corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs. Grades for Lower School will be 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.

Lower and Upper School Report Cards

Report Card

Name:

Grade:

Homeroom:

Attendance				
	Q1	Q2	Q3	Q4
Absent				
Tardy				
Truant				

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

GPA				
Q1	Q2	Q3	Q4	Cumulative

Grading Scale					
A+	98-100%	B+	88-89%	C+	78-79%
A	94-97%	B	84-87%	C	74-77%
A-	90-93%	B-	80-83%	C-	70-73%

Course	Teacher	Q1	Q2	Q3	Q4	Current Quarter Comments

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			
5	Strength	AG	Area of Growth

Attendance				
	Q1	Q2	Q3	Q4
Tardies				
Truancies				
Absences				
% Present				

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

Homework				
Q1	Q2	Q3	Q4	EOY Goal
				90%

Teacher's College Reading Level				
Q1	Q2	Q3	Q4	Grade Level EOY Goal
				J

Sight Words				
Q1	Q2	Q3	Q4	Grade Level EOY Goal
				300

Fluency				
Q1	Q2	Q3	Q4	Grade Level EOY Goal
				90 wpm

MAP Scores				
	Fall	Winter	Spring	Grade Level EOY Goal
ELA				
Math				

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

PROMOTION AND RETENTION POLICIES AND PROCEDURES

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

When high academic achievement is evident, the School Leader(s) or designee may recommend a student for acceleration into a higher grade level. The student's readiness will be taken into consideration in making a determination to accelerate a student. The School Leader(s) 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(s) or designee shall identify students who are at risk of being retained in accordance with the following criteria:

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

Students who are at risk of retention will have a minimum of two SSPT meetings prior to the formal recommendation for retention. The School Leader(s) or designee will notify the student's parent or guardian prior to end of third quarter if the student is at risk of retention. Upon the conclusion of the school year, the School Leader(s), 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, the primary CMO-level supervisor of the School Leaders.

Retention of students with disabilities will be determined on a case-by-case basis and will be addressed through the IEP process.

ELEMENT 4 – GOVERNANCE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

GOVERNANCE STRUCTURE

The Charter School will be a directly funded independent charter school operated by KIPP SoCal Public Schools (“KIPP SoCal”), a California nonprofit public benefit corporation that has 501(c)(3) tax-exempt designation from the IRS. The Charter School will be governed by the KIPP SoCal Board of Directors (“Board”) in accordance with Education Code Sections 47604 and 47604.1, applicable California law, KIPP SoCal bylaws, and the terms of this charter. Copies of the KIPP SoCal Articles of Incorporation, Bylaws and Conflict of Interest Code are included in Appendix A.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), 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. KIPP SoCal directors shall serve in a volunteer capacity and shall not be compensated for their services. All officer positions will be filled by Board members (“Directors”). The Bylaws and any resolutions adopted by the Board establish the roles and duties of the officers.

KIPP SoCal will be subject to (1) the Ralph M. Brown Act (Government Code Section 1090 *et seq.*); (2) the California Public Records Act (Government Code section 6250 *et seq.*); (3) Sections 1090-1099 of the Government Code; and (4) the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq.*).

KIPP SoCal and its Board shall comply with the Charter, Articles of Incorporation, California Corporations Code, Bylaws, and all laws applicable to charter schools. KIPP SoCal, its Board, managers, employees, administrators, and Board committees shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest.

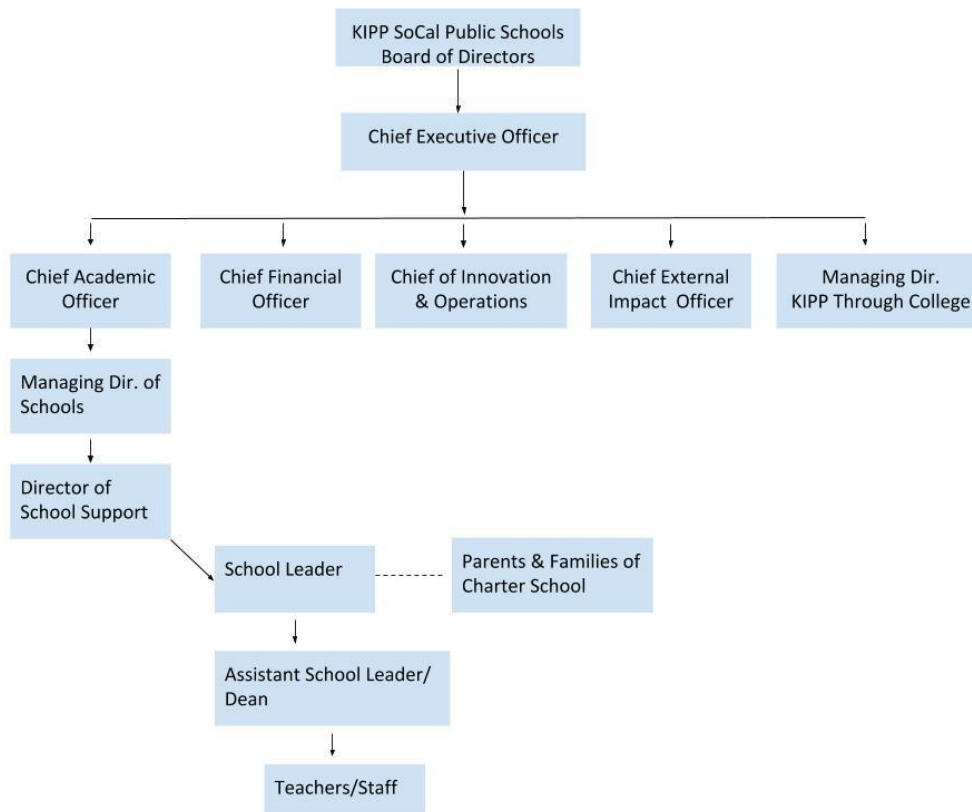
KIPP SoCal has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. KIPP SoCal will maintain the Code as current, reviewing and revising the Code throughout the term of the Charter. KIPP SoCal shall require all affected KIPP SoCal officers, representatives, consultants, employees and Directors to comply therewith.

The Charter School shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Learner Advisory Committee (ELAC), as applicable to the Charter School.

ORGANIZATIONAL CHART

A single Board governs KIPP SoCal by providing leadership, support and oversight of the organization. The Board of Directors is responsible for hiring the Chief Executive Officer. KIPP SoCal’s management team hires all other positions within KIPP SoCal. The Board is responsible for overseeing the Charter School’s operation and governance. The Board delegates all school management decisions, including day-to-day management of the Charter School and adherence to Charter School policy to the KIPP SoCal CMO staff and Charter School Leaders.

The Charter School Organization Chart⁹³



KIPP SoCal is structured as a single nonprofit organization which includes both the CMO and 17 existing charter schools. The CMO and Board receive financial reports broken out by: each Charter School; the

⁹³ A detailed Organizational Chart with all CMO personnel is included in Appendix C.

CMO; annual independent charter school audits; and, in addition to all required reviews, a consolidated audit, conducted by outside auditors.

KIPP SoCal CMO

From its regional office, KIPP SoCal's School Support Team ("SST") executes the decisions and policies set by the Board. The SST provides a range of supports to every KIPP SoCal school, and it diligently holds schools accountable for (1) compliance with federal, state, and local laws and regulations; (2) meeting charter goals; (3) implementing best practices in curriculum and professional development; and (4) setting up systems and processes to support academic achievement and growth, operational effectiveness, and financial sustainability. On top of these supports, the SST manages the business operations of schools, thereby reducing its schools' program- and operations-related burdens and cutting administrative costs. The SST is divided into several sub-teams:

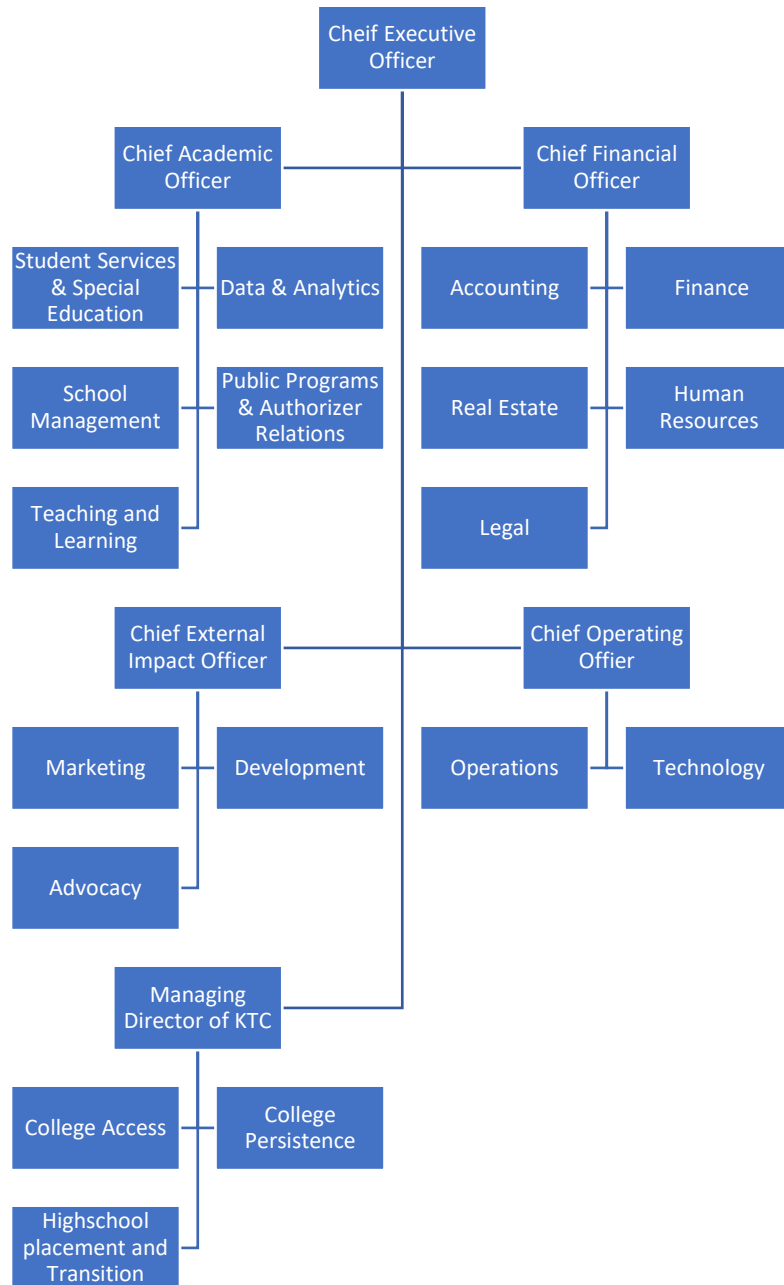
Academics. Duties include: academic standards, assessment, compliance and evaluation; curriculum; professional development and coaching; Special Education support; English Learner support; Gifted and Talented and special programs support; science and blended learning advisory; authorizer relations; facilitation of school site governance councils and LCAP management

Operations. Duties include: governance support; finance and accounting; purchasing and contract compliance; policies and procedures management; Legal; Facilities; Risk management; information technology and data management; auditing and compliance; regional school site operational support

Talent. Duties include: human resources operations; recruitment and hiring; credentials and qualifications oversight; leadership development and career path support.

External Relations. Duties include: family and community engagement; development; communications.

KIPP SoCal CMO Organizational Chart:



ROLE OF THE BOARD

The Board will include 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. KIPP SoCal has the following standing committees:

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.

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

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

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

Ad Hoc Committees. The 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. 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 board 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. She helps support the Governance Committee and the full Board.

Chief Academic Officer (“CAO”). The CAO is responsible for the academic success and management of school leadership at all KIPP SoCal. Her team manages, coaches, and supports school leaders; provides data support including the student information system and the student achievement system; and leads public grants programmatic support and compliance. The 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. The CFO is primarily responsible for ensuring the financial well-being of the organization and supports both the Risk and Audit and Finance Committees.

Chief of Innovation, Technology, and Operations (“CIT&O”). The CIT&O oversees KIPP SoCal’s technology efforts including core infrastructure, student and teacher device support including our online curriculum and ensures that all operational compliance is met. They support the Audit and Risk Committee.

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 SCHOOLS BOARD OF DIRECTORS

The Board is comprised of community members. The authorized number of directors on the KIPP SoCal Schools Board shall not be less than three and not greater than 20. Directors shall hold office for terms of 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 seeks to have a diverse board that can provide a variety of expertise, opinions, and perspectives to help the organization continue to improve.

The 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 is to provide the leadership, commitment, support, advocacy, and oversight that will ensure the fulfillment of KIPP SoCal’s mission and goals. In addition, Directors 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. Directors are

assigned to Committees based on their specialized skills and in coordination with the Governance Committee.

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

Pursuant to California Education Code § 47604(c), the District has the right to appoint a representative to the Board.

QUALIFICATIONS OF BOARD DIRECTORS

KIPP SoCal's CEO will work closely with the Board to ensure that Directors fully support the school's mission, culture, and goals. The Board will represent 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
- 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

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

Board Recruiting and Selection Process

It is important that every member of the KIPP 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 Directors
 - 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, including the 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 Schools; Board votes on prospective candidate
7. Board Chair meets with prospective candidate and extends offer to join KIPP SoCal Schools Board

Roles and Responsibilities of Board Directors

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

1. Forward the mission of KIPP SoCal
 - 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
 - Serve as ambassadors and advocates for KIPP SoCal by promoting the mission within personal networks and the broader community
2. Influence strategy
 - Review and provide feedback on both the short- and long-term goals and strategic plans of KIPP SoCal to help the organization further its mission and achieve its vision
 - Develop the strength of the board through assessment, recruitment, self-assessment, and training

3. Lead & govern
 - Be an informed and engaged stakeholder, which includes reliable attendance at Board of Directors meetings and committee meetings
 - Understand and comply with the regulatory and legal requirements required of a director of a public agency
 - Ensure that KIPP SoCal complies with state and federal regulations and upholds the mission of the charter
 - Approve operational policies that support the mission and goals of KIPP SoCal
 - Review, advise, support, and hold accountable the Chief Executive Officer of KIPP SoCal Schools
4. Oversee administration
 - Approve the budget and all financial commitments over \$100,000 or any incurrence of debt
 - Provide fiscal oversight and develop and monitor the organization's programs and services
 - Ensure that KIPP SoCal Schools and the Charter School is compliant with internal policies and procedures
 - Comply with all meeting requirements and administrative functions as outlined in the charters and bylaws
 - Review and understand KIPP SoCal Schools academic performance results as compared with stated goals and similar schools
 - Review and approve resolutions, applications, and compliance report submittals as necessary to operations
1. Participate in fundraising
 - 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 Director's tenure:

- Build relationships with other Directors 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 Directors 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 Directors 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 THE BOARD

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

- Publicly post an agenda at least 72 hours prior to all regular 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
- 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 will meet at least quarterly (four times per year or more). The annual meeting schedule is created in advance of the year in collaboration with the Governance Committee and KIPP SoCal Public Schools management. Meetings will be aligned to the needs of the organization including mandatory deadlines to meet applicable district, state, and federal requirements. In accordance with the Brown Act, special meetings of the Board may be held only after

twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. 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 adheres to "Robert's Rules of Order" concerning abstentions. They are as follows:

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

Telephone and Video Meetings

Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as the requirements listed below are met, and 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 physical boundaries of the county in which the greatest number of pupils enrolled in the KIPP SoCal charter schools reside
- 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
- All votes taken during a teleconference meeting shall be by roll call
- 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 will build a school and program based on high expectations, excellent instruction, focusing on results, and partnering with families. Our partnership with families is instrumental in achieving our results. Our parents are well informed about intervention strategies to use at home from our workshop-style Literacy Night and Math Night for families. Teachers and administrators will frequently check in with parents about student progress via telephone, written notes, and in person, and via home visits.

The School Forum is an opportunity for Directors to gain a deeper understanding of the life of our students by learning firsthand the experiences of the School Leaders, 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 Directors. Directors who participate in the School Forum change on an annual basis.

While the School Forum is a subset of Directors, who visit at least three schools a year where they speak with leadership and engage with parents, all Directors 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.

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 Charter School Leadership Team 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 will be 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.

Family members will be given opportunities to participate in campus life, including helping in the classroom and on campus, chaperoning field trips, supporting school events and more. Parents/guardians will never be required to volunteer at school and volunteering is never a requirement

for admission or continued enrollment. Active family participation in school life helps 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 will build a strong sense of community, collaboration, and internalize the “we are all in this together” mentality.

The school will have a parent leadership group that will meet once a month, in conjunction with other parent groups to provide the school with feedback and to organize volunteering efforts. This will include the option for parents to join KIPP SoCal Public Schools’ region-wide parent groups such as the Family Ambassadors group already in existence. KIPP SoCal’s Family Ambassadors are a group of family leaders focused on elevating family voices at our schools and in our communities to ensure every child has an opportunity for a world class education. Started in 2015, this network of leaders (from across our schools) receive tools to become KIPP SoCal Ambassadors and act as agents of change in their community. KIPP SoCal’s Advocacy & Community Engagement Team (ACE) hosts interactive training sessions and opportunities for Ambassadors to apply their learnings and skills at their school to families and the community. The coordination of these trainings is done in collaboration with Family Engagement Leads, School Leaders and current Family Ambassadors.

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

SCHOOL SITE COUNCIL AND ENGLISH LANGUAGE ADVISORY COUNCIL

The charter school will establish a school site council (SSC) that includes teachers, parents, and classified employees that work with the School Leader(s) to develop, review, and evaluate Title I programs and budgets. In the event the Charter School operates a program that requires a School Plan for Student Achievement, the Charter School will ensure that the School Site Council meets the composition and selection requirements of Education Code Section 65000(c)(1) and will be comprised of the School Leaders, teachers, staff members, and parents or community members.

The School Site Council’s major responsibilities may include:

- Facilitate parent engagement in reflections and goal setting including the annual LCAP process and School Plan for Student Achievement, and provide recommendations to the Board of Directors
- Regularly monitor school expenditures and implementation of stated plans
- 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 English Learner Advisory Committee will be formed at Charter School when the Charter School has 21 or more students of LEP. The purpose of the ELAC is to provide recommendations to Charter School Leadership regarding programs and services for English Learner 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 Plan for Student Achievement for the Charter School in their LCAPs to ensure that EL students are academically successful. ELAC membership will include: Parents of ELs (at least the same percentage of the committee membership as their children represent the student body), Charter School staff and/or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the School Leader(s) and staff on services and programs for English Learners. The ELAC will participate in EL goal setting and evaluation of achievement and needs (including the LCAP).

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Charter School will also engage all stakeholders to include parents, teachers, staff and administrations in its annual development and review of its Local Control and Accountability Plan (LCAP). Stakeholder engagement is typically organized in 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.

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.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

KIPP SoCal prohibits discrimination and harassment based upon the actual or perceived characteristics of race, religion, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, creed, color, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

Teachers and all and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of federal law. All teachers at Charter School will be required to have credentials equivalent to those required by the District as applicable and required by law (as may be amended from time to time).

EMPLOYEE POSITIONS AND QUALIFICATIONS

The Charter School will be led by two School Leaders, one for Lower School (TK through fourth grade) and one for Upper School (fifth through eighth grades). These School Leaders 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. School Leaders are charged with running the Charter School and overseeing all aspects of the Charter School from academic achievement to operational compliance to family engagement.

The table below outlines staff positions and minimum qualifications at the Charter School.

KIPP SoCal Public Schools Job Descriptions and Qualifications

<i>School Leadership Team (Administration)</i>
<i>School Leader (one Lower School, one Upper School)</i>
The School Leader sets and enforces rigorous standards for student achievement that are aligned to the goals of KIPP SoCal Public Schools. The School Leader provides organizational, instructional, and operational leadership, as well as recruits and hires instructional and support staff. They also serve as a liaison between teachers, parents, and the community.
<i>Dean</i>

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

Classified Staff

School Operations Coordinator

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

Registrar

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

School Operations Assistant

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

Qualifications

- A bachelor's degree from an accredited college or university required
- High School Diploma for Operations Assistant
- Minimum two years of experience; four years preferred
- Spanish language skills are a plus
- Prior school or nonprofit experience preferred
- Ability to work in a Windows and Macintosh environment
 - Experience managing data
 - The ability to work autonomously
 - Demonstrated initiative, leadership, and tenacity
 - Strong commitment and passion for KIPP 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 dually report to the Director of Special Education and the Co-School Leader(s).

Elective Teacher

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

Qualifications

- Possession of a valid internship, preliminary, or clear teaching credential 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 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

At the SST, all roles of Director and above have the minimum requirements:

- Minimum of 7-10 years of related work experience, preferably in a growing and dynamic multi-site organization with at least 300+ employees.
- Bachelor's Degree Required. Master's Degree or equivalent in a related field or equivalent professional certification preferred.
- Demonstrated ability to lead multiple high-profile and complex projects simultaneously.
- Collaborative team player; comfortable leading and executing projects as required.
- Track record of identifiable and measurable successes in managing a complex organization and implementing operational change.
- Outstanding organizational skills and high attention to detail
- Outstanding written and oral communication skills.
- Articulate, professional demeanor with strong self-confidence and initiative.
- Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and tasks.
- Unquestioned commitment to KIPP SoCals's mission and values.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

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

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

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. The Charter School shall implement a Comprehensive Safety Policy Handbook prior to the first day of school; safety procedures and policies also will be incorporated into the Charter School’s Family handbook and will be reviewed on an ongoing basis by the School Leaders and Board. (Samples of current (2019-20) KIPP SoCal schools’ Safety Handbook and Family Handbook are included in Appendix F.) The Charter School shall comply with all applicable laws regarding student and staff health and safety, as these laws may be amended from time to time. 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:

SCHOOL SAFETY PLAN

The Charter School will adhere to a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall 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)-(J):

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

- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents.

EMERGENCY PREPAREDNESS

The Charter School's School Site Council will write and develop the Emergency Preparedness policies and procedures, drafted specifically to the needs of the facility in conjunction with law enforcement, the fire department, and other first responder entities. These policies and procedures will be included in the school site's Comprehensive Safety Handbook and will include, but not be limited to, strategies and programs responding to: child abuse, fire, flood, earthquake, terrorist threats, hostage situations, safe ingress and egress, and criminal incidents. Staff will receive training in emergency response, including appropriate "first responder" training or its equivalent. These policies and plan are maintained on the school site and are available for Authorizer review on an ongoing basis.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237, and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. KIPP SoCal's Director of Human Capital shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. Additionally, the Director of Human Capital shall monitor the fingerprinting and background clearance of School Leaders. The registered In-House Counsel shall monitor the fingerprinting and background clearance of the Director of Human Capital. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

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

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

BLOODBORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis-B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

IMMUNIZATIONS

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

VISION, HEARING, AND SCOLIOSIS

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

DIABETES

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

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

MEDICATION IN SCHOOL

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

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment-based upon the actual or perceived characteristics of race,

religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any of other basis protected by federal, state, local law, ordinance, or regulation. The Charter School has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils

SUICIDE PREVENTION POLICY

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy

ACCESS TO MENTAL HEALTH SERVICES

The Charter School shall notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both.

PREVENTING BULLYING

The Charter School will 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, including cyberbullying. In addition, as required by Education Code Section 32283.5, the Charter School will annually make available to certificated school site employees and all other school site employees who have regular interaction with children, the California Department of Education's online training module.

SEXUAL HEALTH EDUCATION & PREVENTION OF HUMAN TRAFFICKING

The Charter School will comply with the requirements of the California Healthy Youth Act (Education Code Sections 51930, *et seq.*). Thus, the Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once.

The Charter School is also committed to informing our students' parents and guardians about ways to prevent human trafficking. To that end, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

IMMIGRATION POLICY

The Charter School will comply with the requirements of AB 699 (2017). The Charter School will adopt policies that align with guidance issued by the California Attorney General.

FEMININE HYGIENE PRODUCTS

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

FACILITIES

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

CUSTODIAN OF RECORDS

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

NUTRITIONALLY ADEQUATE FREE OR REDUCED PRICE MEAL

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

PROMOTING HEALTH AND WELLNESS

The Charter School will ensure that the Charter School is a safe and healthy environment for teaching and learning. The Charter School will promote health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. The Charter School provides a healthy breakfast, lunch and snack for its students.

ELEMENT 7 – MEANS TO ACHIEVE ETHNIC AND RACIAL BALANCE

Governing Law: “The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code Section 47605(b)(5)(G).

The Charter School will be committed to ensuring that we take the steps outlined herein to achieve a racial and ethnic balance reflective of the demographics of MUSD and the general population residing within the District and target community of our Charter School. As detailed in Element 1, the area we seek to serve within MUSD is predominantly Hispanic/Latino: in zip code 90022, the general population is 97% Latinx, 0.2% Black, 0.7% Asian and 1.7% White. The existing public schools in the area have largely similar racial/ethnic demographics, with 97% Latinx, 2% Asian, 1% White. As noted throughout this petition, we anticipate that our enrollment similarly will be predominantly Latinx with a significant number of English Learners.

PLAN TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

OUTREACH ACTIVITIES

Each year, the Charter School will implement a multi-pronged recruitment strategy that cuts across the four key areas of student recruitment that have proven to yield optimal outcomes: (1) leveraging families and KIPP SoCal 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 began our outreach efforts by first mapping community assets and meeting with key constituents. Beginning in the year preceding our opening, we will implement the marketing tactics listed below from October 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 day cares to create partnerships to identify potential families and students
- Providing opportunities for families to meet with school staff and learn more about the academic program, school schedule, and other expectations
- Contacting local community leaders and businesses to assist in the recruitment effort by posting information and advertisements about the Charter School geared towards student recruitment
- Targeting community events and community organizations to build relationships and spread information about the Charter School, such as local festivals and celebrations. Community events are good places to connect with families and potential students who may be of age to attend the Charter School
- Walking the community and knocking on doors to distribute information about the Charter School. Being visible in the community is also essential so that community members meet the Charter School’s School Leader(s) 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) and flyers, posters, and postcards mailed to surrounding communities
- Providing lottery interest form access online for families to expand the Charter School’s applicant pool

Our outreach list for the area surrounding our target school location includes:

Child Development Consortium

Mexican American Opportunity Foundation (“MAOF”)

Plaza Community Services - Plaza La Roca Verde Child Development Center

Kawai Kids Daycare

Park Avenue Christian Daycare

Casillas Family Daycare

Marian Preschool

Las Flores Preschool

ARS Nairy Daycare Center

Hermanos Youth Services Center

Enki LA Youth & Family

Volunteers of East Los Angeles (“VELA”)

Montebello Cub Scout Pack 890

Plaza Community Services-Youth Division

Atlantic Avenue Park

Belvedere Community Regional Park

Bella Vista Park

Saybrook Park

George E. Elder Memorial Park

Church of the Americas

Eastmont Christian Church

San Francisco Catholic Church
 Los Angeles Family Church

OUTREACH MATERIALS

Recruitment materials and outreach information will be available in English and Spanish, and any other predominant language in the community (e.g., Cantonese, Armenian) to best spread the word to our communities. Those conducting outreach and recruitment will speak the language(s) 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). (Sample outreach materials are included in Appendix F.) 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.

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the Board and CMO staff will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic balance of students.

According to the most recent publicly available data, Montebello Unified has the following demographic break down:

Selected District Level Data - 1964808--Montebello Unified
 for the year 2017-18

District	District Code	Type of School/District	Enrollment	African American not Hispanic	Asian	Hispanic or Latino	White not Hispanic
Montebello Unified	1964808	UNIFIED	26,521	73 (0.3%)	478 (1.8%)	25,364 (95.6%)	272 (1.0%)
<u>County Total:</u>			1,492,652	111,240 (7.5%)	115,305 (7.7%)	969,055 (64.9%)	210,831 (14.1%)
<u>State Totals:</u>			6,220,413	340,841 (5.5%)	569,744 (9.2%)	3,376,591 (54.3%)	1,442,388 (23.2%)

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school using their student information system to track demographic information for each student. As outlined in the recruitment process the charter school will work to recruit all members of the community in their efforts to achieve ethnic and racial balance. If the ethnic and racial breakdown of

the school is not reflective of the Montebello Unified School District, the Charter School will modify its recruitment practices to achieve ethnic and racial balance at an increment of 2% per year.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

Governing Law: “Admission policies and procedures, consistent with subdivision (d).” Education Code Section 47605(b)(5)(H).

In accordance with AB 699 enacted on October 4, 2017, the Charter School’s non-discrimination provision shall include immigration status as a protected class.

ADMISSION POLICIES AND PROCEDURES

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. 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, immigration status 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 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, in accordance with Education Code Sections 49011 and 47605(d)(2)(B)(IV), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission, or continued enrollment at, the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an interest form. (A sample/draft is included in Appendix H.) After admission, students will be required to submit an enrollment packet,⁹⁴ which shall include the following:

- Registration Packet
- Home Language Survey
- Emergency Card
- Migrant Student Questionnaire
- Health Packet
- Special Meal Accommodation Form
- Statewide Test Notification
- All-In Covered California Flyer

(See also Appendix H.)

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.

STUDENT RECRUITMENT

Generally, student recruitment activities for the Charter School start in October. Throughout the student recruitment process, interested families and parents will complete student interest forms and, once the interest form period has ended, applications for enrollment. When distributing interest forms, staff and volunteers will clearly explain the goals and expectations of the Charter School to families, parents and students. Follow-up meetings will be scheduled and staff will respond to phone calls and emails from interested parents as quickly as possible. Other activities may include:

⁹⁴ 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.

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

LOTTERY PREFERENCES & PROCEDURES

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

Admission Preferences

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

- Students whose address of residence lies within the published boundaries of the District.
- Siblings of students admitted or attending at the Charter School
- Children of KIPP SoCal Public Schools regular employees (not to exceed 10% of total Charter School enrollment)

If the number of students who wish to attend the Charter School exceeds the openings available, entrance shall be determined by a lottery in accordance with Education Code Section 47605(d)(2) and as set forth below. Students currently attending the Charter School are exempt from the lottery per Education Code Section 47605(d)(2)(B).

Interest Period

All interest forms (applications to enroll) submitted during the interest period (open enrollment period) will be collected and recorded in the Charter School’s enrollment system, where a copy of all interest forms will be maintained. Interest forms seek only the student information needed to determine admission preferences and parent contact information, and are made available both in paper form and online. The dates of the interest period will be made public on 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 subject to the admission preferences listed above. The date of the lottery is also made public on the Charter School’s website.

Foster youth and homeless students will be allowed to enroll in accordance with Charter School admission and enrollment policies even if a parent/guardian is unable to provide the Charter School with the records normally required for enrollment, such as proof of minimum age requirements, proof of

residency, and other documentation. The Charter School staff shall immediately contact the school last attended by the student, if applicable, to obtain the relevant records. In the instances where the foster youth/homeless student needs to obtain immunizations or does not possess necessary immunization and other relevant medical records, the Charter School staff will assist the parent/guardian(s) in obtaining the necessary immunizations and medical records for the student. Charter School staff shall assist any unaccompanied youth in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if the youth is unable to provide the Charter School with the records normally required for enrollment, and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Lottery Proceedings

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

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces will be pulled in order of grade level by the designated lottery official (appointed by the Chief Academic Officer). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location.

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 on the interest form. The letter will state 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 (typically 2-3 weeks) to return paperwork to enroll the child in the Charter School. If the necessary paperwork is not returned to the Charter School by person or by mail, complete by the designated deadline, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. When a space is open during the school year that is not filled by a foster youth or homeless student, families will be contacted by the Charter School staff through a call and email in the order of the waitlist and will be given 48 hours to decide whether or not to accept a space at the Charter School. Families can respond via phone, in writing, or by accepting the seat through an online enrollment system. In the event that there is no waitlist, enrollment will be made available to any interested family at the appropriate grade level. The Charter School will maintain physical 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, on the Charter School campus for inspection upon request. 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 held in abeyance for a subsequent lottery, should the original waitlist be exhausted. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. The Charter School will determine the timeline for wait-listed students to accept admission annually. The waiting list expires annually the day before the lottery for the upcoming year; applicants must reapply annually if the Charter School is unable to offer them admission for the current 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 Leaders.

Refinement of Policies

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

ANNUAL AUDIT PROCEDURES

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

The independent auditor will be selected by the Board’s Audit & Risk Committee Chair through a request for proposal format, and the selection will then be approved by the Board. The Board’s Audit & Risk Committee does not include any Charter School staff, including the KIPP SoCal CEO. Additionally, no person with expenditure authorization or recording responsibilities within the organization shall serve on the Audit & Risk Committee. 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 Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. KIPP SoCal’s Chief Financial Officer and Senior Controller will ensure that the auditor sends the completed audit to all required agencies.

The Board Audit & Risk Committee will review any audit exceptions or deficiencies with the Chief Financial Officer and the Chief Executive Officer and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request. The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

Governing Law: “The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Education Code Section 47605(b)(5)(J).

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

This Pupil Suspension and Expulsion Policy, which constitutes the entire policy, has been established 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. 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 on request at the Charter School Leadership Team's office. The Charter School will ensure that the policy in the Student Handbook and the policy in the Charter School Leadership Team's office are consistent.

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

The Charter School shall provide due process for all students, including students experiencing homelessness and those placed in foster care, 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.

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 through PBIS strategies, along with our integrated character education and values lessons, 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 classroom at the Charter School will employ a multi-step disciplinary system, which clearly conveys to students the consequences of misbehavior and provides opportunities for improvement. The

consistency of this system across classrooms and grade levels will ensure uniformity of expectations for all students.

By 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 actions include (but are not limited to):

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade-level leaders
- Parent meetings with teachers and/or grade-level leader
- Mandatory study hall during and/or after school (with notification to parents/guardians and overseen by grade-level leader)
- Loss of incentives or privileges
- Calling plans requiring the student to call teachers to notify them of homework completion
- Daily conduct log in which a student is required to get teacher acknowledgement of appropriate behavior after each class
- In-school suspension plans, providing an opportunity for the teachers or a member of the Charter 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 Charter 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 Charter 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(s), Dean(s)) or Designee (other Charter School Administrative staff member) will handle all discipline referrals; and based on the severity of the action, will handle each referral on a case-by-case basis in the best interest of students. The facts of every discipline case are always different. The policy shall be implemented uniformly and administration will take the individual facts of each case into consideration while

determining the best course of action for students. 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.

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 him or her of the right to initiate the following procedures before the effective date of the action:

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 neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. A reasonably accurate and complete record of the hearing will be maintained.

If the pupil's parent, guardian, or educational rights holder initiates these procedures, the pupil shall remain enrolled and shall not be involuntarily removed, disenrolled, dismissed, transferred, or terminated until the Charter School issues a final decision.

For purposes of these provisions, involuntarily removed, disenrolled, dismissed, transferred, or terminated does not include suspensions.

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 require that the School Leader shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus.:

1. Possessing, selling, or furnishing a firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in EC 48900(n))

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.

1. Causing serious physical injury to another person, except in self-defense.)
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
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).
4. Robbery or extortion.
5. Assault or battery (or attempt thereof) upon any school employee.

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of "caused," the injury is serious).
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. Furnished, or offered a substitute substance represented as a controlled substance.
4. Caused or attempted to cause damage to school or private property which includes but is not limited to, electronic files and databases.
5. Stole or attempted to steal school or private property which includes but is not limited to, electronic files and databases
6. Possessed or used tobacco.
7. Committed an obscene act or engaged in habitual profanity or vulgarity.
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia
9. Knowingly received stolen school or private property which includes but is not limited to, electronic files and databases.
10. Possessed an imitation firearm.
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School personnel. (Grades four through eight, inclusive)
12. Engaged in sexual harassment. (Grades four through eight, inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Grades four through eight inclusive)
14. Made terrorist threats against school officials or school property, which includes but is not limited to, electronic files and databases, or both.
15. Willfully used force or violence upon the person of another, except in self-defense.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.
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.
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
19. Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 32050.
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.
21. Aided or abetted the infliction of physical injury to another person (suspension only).

For Categories 2 and 3 offenses, 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:

1. Possessing, selling, or furnishing a firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq..
4. Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in EC 48900(n));

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.

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
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)
4. Robbery or extortion.
5. Assault or battery (or attempt thereof) upon any school employee.

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of "caused," the injury is serious).
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. Furnished, or offered a substitute substance represented as a controlled substance.
4. Caused or attempted to cause damage to school or private property which includes but is not limited to, electronic files and databases.
5. Stole or attempted to steal school or private property which includes but is not limited to, electronic files and databases.
6. Possessed or used tobacco.
7. Committed an obscene act or engaged in habitual profanity or vulgarity.)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.

9. Knowingly received stolen school or private property which includes but is not limited to, electronic files and databases.
10. Possessed an imitation firearm.
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.
12. Engaged in sexual harassment. (Grades four through eight inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Grades four through eight inclusive)
14. Made terrorist threats against school officials or school property which includes but is not limited to, electronic files and databases, or both.
15. Willfully used force or violence upon the person of another, except in self-defense.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.
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.
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
19. Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 32050.
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.

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 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. Expulsion for a violation of the first five enumerated under Category 3 offenses listed above is permitted based upon the recommendation of the School Leader and a finding by the KIPP SoCal Public Schools Board (or a designated committee thereof) that the student committed the offense and that either: (a) other means are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the student's presence would cause a continuing danger to personal safety.

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, 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 disciplining are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the presence of the student would cause a continuing danger to someone's personal safety. An appeal of this finding would go to a full Board.

The Charter School provides an in-school suspension program to avoid any loss of instructional time. A student suspended from 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 services as scheduled.

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 may be submitted to the District for review. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. 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, if possible, 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.

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

NOTICE TO PARENTS/GUARDIANS

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension in the native language of the student or the student's parent/guardian.

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

PARENT/GUARDIAN CONFERENCE

Whenever a student is suspended, school 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.

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

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. The total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year.

Upon a recommendation of expulsion by the Chief Executive Officer, School Leader or Designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Chief Executive Officer, School Leader 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. The student will have the opportunity to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

SUSPENSION APPEALS

Within 10 days of receiving the notice of suspension, the parent/guardian may submit a written appeal to the Student Discipline Committee of the KIPP 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 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.

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 school discipline committee of the 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 and/or Designee 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

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..

Once determined that a student has committed an expellable offense, an expulsion hearing is held, in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing, 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 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, and/or school operations personnel within the KIPP SoCal Public Schools region.

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. An audio 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

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. Upon request, records may be released to the student, the student’s advocate, 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 the rights to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two adult support persons of the complaining witness' choosing present in the hearing at the time of testimony, 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 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 entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 entity shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding entity from exercising discretion to remove a person from the hearing whom the presiding entity believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session, when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
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. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Section 243.4, 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 Disciplinary Committee. The committee shall consist of members of the KIPP SoCal Public Schools Board that volunteer to serve on said committee. The Student Disciplinary Committee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no School Leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the Student Disciplinary Committee thereof. Any decision made by the Student Disciplinary Committee to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the Administrative Panel. Any decision made by the Student Disciplinary Committee to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing.

The Student Disciplinary Committee of the KIPP 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 and may, as a condition of the suspension of enforcement, assign the pupil to another school or class for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for

the involvement of the pupil's parent/guardian in the child's education in ways that are specified in the rehabilitation program. 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.

NOTIFICATION TO PARENT(S)/GUARDIANS(S)

Upon the KIPP SoCal Public Schools Board's Student Disciplinary 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.

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.

RIGHT TO APPEAL

Parents/guardians have the right to appeal expulsions to the full board of KIPP SoCal Public Schools. Members of the Student Disciplinary Committee will not participate with the full board for the appeal. A parent must submit a written appeal within 10 calendar days of being informed of the expulsion decision by the Board's committee on school discipline. The appeal must include a statement briefly describing the reason in which the Student Disciplinary 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 Disciplinary 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 shall review the expulsion record and make a determination as to whether the expulsion should be sustained. The decision of the full Board is final. The timeline for review is seven calendar days.

KIPP SoCal Public Schools Expulsion 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.

STUDENTS WITH DISABILITIES

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

1. Notification of the Special Education Local Plan Area

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

1. Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

1. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

1. Due Process Appeals

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

1. Special Circumstances

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

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

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

1. Interim Alternative Educational Setting

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

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

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested

by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

READMISSION

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

O. 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

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security. Education Code Section 47605(b)(5)(K).

All Charter School staff will participate in Social Security and will have the option to join a 401(k) plan. The Charter School will not participate in the State Teachers' Retirement System or the Public Employees' Retirement System. KIPP SoCal's 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 NONCERTIFIED STAFF MEMBERS

In addition to Social Security, part-time and full-time certificated and noncertificated positions can participate in a 401(k) plan. KIPP SoCal Public Schools will provide a match to employee's 401(k) contributions over the following schedule:

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

The Charter School will make any contribution that is legally required for the employer, including Social Security, Workers Compensation and other payroll obligations. KIPP SoCal will comply with all and policies and procedures for payroll reporting.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

The Charter School is a school of choice. As such, no student shall be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend a school within the District according to the District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

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

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by KIPP SoCal provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14 –DISPUTE RESOLUTION PROCEDURES

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

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

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

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

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

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

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

INTERNAL DISPUTES

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Directors, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15 – CLOSURE PROCEDURES

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

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

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

MISCELLANEOUS CHARTER PROVISIONS

BUDGETS AND FINANCIAL REPORTING

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

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

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

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

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

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

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (“CBEDS”),

actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (“SARC”), and the Local Control and Accountability Plan (“LCAP”).

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

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

INSURANCE

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

KIPP SoCal Charter Schools each currently carry the following coverage amounts:

- Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate.
- Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage also includes Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence
- Crime Insurance or Fidelity Bond coverage for all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
- Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

ADMINISTRATIVE SERVICES

Governing Law: “[T]he manner in which administrative services of the charter school are to be provided,” Education Code Section 47605(g).

The School Success Team (SST)

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

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

As the Charter School base grows, the SST will work closely with the School Leader to foster continuous improvement in KIPP SoCal Public Schools’ academic programs, by facilitating knowledge-sharing, region-wide professional development, data analysis, and accountability standards.

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

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- 401(k) Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LCAP and SPSA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting

- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

Pursuant to Education Code Section 47604.32, the District will be required to provide oversight and performance monitoring services, including monitoring Charter School and student performance data, reviewing the Charter School’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, the Charter School shall pay the District an oversight fee in accordance with Education Code Section 47613.

FACILITIES

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

The Charter School will comply with Education Code Section 47605 and Education Code Section 47610 with regard to the location and compliance of its facilities. The Charter School reserves the right to execute its right to request facilities under Proposition 39, but is willing to continue to negotiate alternate facility agreements with the District.

For a TK/Kindergarten through eighth grade facility, KIPP SoCal Public Schools’ Real Estate team would look for the following:

- Space to accommodate 1,055 students (570 for K-4 and 485 for 5-8)
- 48 classrooms (36 homerooms, 9 Specials, and 4 SpEd)
- Multi-purpose room (MPR) large enough to hold 3-4 grade levels at a time for meal service. The MPR will also serve as an assembly area and indoor Physical-Education space (during inclement weather).
- Bathrooms will be as required by code
- Consolidated office/administrative space for two School Leaders, Deans, Operations Manager, and Office Administration support staff.
- Outdoor space with a dedicated play structure for elementary and additional open space to accommodate multiple grade levels for recess and outdoor Physical Education
- Estimated square footage = 65,000 SF

KIPP SoCal Public Schools’ Real Estate Team will be flexible based on the constraints of the actual site leased/acquired.

TRANSPORTATION

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

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: “[P]otential civil liability effects, if any, upon the charter school and upon the school district.” Education Code Section 47605(g).

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

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

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

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

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