KIPP Comienza Community Prep Charter Petition
2015-2020

Submitted to the Los Angeles Unified School District
November 18, 2014
Resubmitted December 24, 2014

KIPP Comienza Community Prep
Renewal Charter Petition
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ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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

The DRL reflects terms that have been mandated by LAUSD and are specific to LAUSD as the authorizer.
ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

General Information

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Shirley Appleman</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>6410 Rita Avenue, Huntington Park, CA</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>(323) 589-1450</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>6410 Rita Avenue, Huntington Park, CA</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>5</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>Kindergarten through fourth grade</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>K-4</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>547</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>K-4</td>
</tr>
<tr>
<td>The scheduled opening date of the Charter School is:</td>
<td>August 10, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>550 students</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in</td>
<td></td>
</tr>
<tr>
<td>Charter School regardless of student residency).</td>
<td></td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round,</td>
<td>Traditional/Year Round</td>
</tr>
<tr>
<td>single track/multi-track, extended day/year) will be:</td>
<td></td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>Monday- Thursday:</td>
</tr>
<tr>
<td>8:00AM-3:00PM Regular Instruction, with up to three hours of</td>
<td>supplemental instruction before and after regular instruction ends</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2015 to June 30, 2020</td>
</tr>
</tbody>
</table>

KIPP Comienza Community Prep (KCCP) is part of KIPP LA Schools (KIPP LA). KIPP LA operates 11 public charter schools within the Los Angeles Unified School District (LAUSD). KIPP LA currently serves approximately 4,000 students in transitional kindergarten through eighth grade. Additionally, KIPP LA supports nearly 1,100 alumni starting in ninth grade through senior year of college. Eighty-nine percent of KIPP LA students are from low-income families, 98% are African-American or Latino, and in 2014 9% qualified for special education services. Presently,
95% of KIPP LA alumni (exiting eighth graders) have graduated high school, 79% have matriculated to a college or university, and 75% continue to persist in college.

KIPP LA is an independent California 501(c)(3) non-profit public benefit corporation that was formed in 2007 to both support and grow KIPP schools in Los Angeles. KIPP LA Schools has a local governing board that oversees and governs all aspects of KIPP LA’s operations.

Community Need for Charter School
KCCP is a high performing, tuition-free, public charter school located in Huntington Park. This year, our fifth year in operation, is a particularly exciting year for us as we are fully grown out serving students in kindergarten through fourth grade. We believe strongly in our students’ collective ability to master the California Content Standards as well as the Common Core State Standards, think critically about viewpoints that differ from their own, and challenge the status quo to become agents of positive change in their communities. KCCP aims to strengthen our students’ self-identify and build a collective spirit by which children feel personally responsible for their own success and work to support the success of others in their classroom, school, and community. As a school, we will provide the knowledge, skills, and experiences all students need to be successful through college and stay committed to having a positive impact on their community.

At KCCP, our school motto is “Ignite the Change,” as we believe that our students will become active leaders who take pride in their community and ignite transformative change. We accomplish this by teaching rigorous academic content, supporting character development, and providing students with new life experiences. While striving for excellence over these past four years, we have faced several challenges. As lifelong learners, we seek to identify and work to improve areas of growth for the benefit of the young lives we are entrusted to educate.

Notably, the implementation of KCCP’s innovative rotational blended learning model has resulted in high quality outcomes for our students. Through this model, our teachers provide instruction in small groups in all core academic areas including reading, writing, and math. Through the daily integration of technology in the classroom, our students also receive ample instruction in 21st century skills. As a result, all of our students participate in an active, engaging, and rigorous learning process built on mastery of standards and academic language, as well as critical thinking, problem solving, and effective communication skills every day.

Now that KCCP is fully grown, we look to sustain the success we have achieved in the past, and improve as we move forward. The successes KCCP has celebrated include:

- High academic achievement: KCCP achieved an API score of 978 in 2013;
- Implementation of a unique blended rotational model;
- Implementation of an array of family engagement initiatives, such as daily Family Literacy, monthly Family Nights, Family Leadership Council meetings, and Los Dichos reading club;
• Performance on KIPP’s Healthy Schools and Region Survey: KCCP had some of the highest teacher responses of any KIPP school in the national network, particularly with respect to school leadership, staff support and collaboration, and data use to inform instruction.

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

**Academic Achievement Results and Other Outcomes**

KCCP aims to provide our students with the academic skills necessary to ensure they thrive in middle school, high school, college, and life. When our second graders took the CST for the first time in the spring of 2013, the results showed that KCCP is working towards realizing our mission. Of our second graders, 95% scored Proficient or Advanced in English-Language Arts and 94% scored Proficient or Advanced in Mathematics. Of our students considered economically disadvantaged, 95% scored Proficient or Advanced in English-Language Arts and 95% scored Proficient or Advanced in Mathematics. Of our English Learners, 93% scored Proficient or Advanced in English-Language Arts and 93% scored Proficient or Advanced in Mathematics. Of our Latino students, 95% scored Proficient or Advanced in English-Language Arts and 94% scored Proficient or Advanced in Mathematics. With these results, we achieved an API of 978, making KCCP the third highest-performing school in LAUSD. The results for our English learner students are particularly notable, as it shows that KCCP is serving the needs of our immediate community in Huntington Park, which has a large and thriving Spanish-speaking population. In fact, KCCP was the highest performing elementary school in California serving more than 55% English learners. Figures 1 and 2 detail KCCP’s CST results for 2012-13.

**Figure 1: KCCP 2013 California State Test Results – English Language Arts**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>All 2nd Graders</th>
<th>With Disabilities</th>
<th>Economically Disadvantaged</th>
<th>Black/ African – American</th>
<th>Hispanic or Latino</th>
<th>English Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>98</td>
<td>7</td>
<td>83</td>
<td>2</td>
<td>96</td>
<td>60</td>
</tr>
<tr>
<td>% of Enrollment</td>
<td>100.0 %</td>
<td>7.1 %</td>
<td>84.7 %</td>
<td>2.00 %</td>
<td>98.0 %</td>
<td>51.2 %</td>
</tr>
<tr>
<td>Students with Scores</td>
<td>98</td>
<td>7</td>
<td>83</td>
<td>2</td>
<td>96</td>
<td>60</td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>425.7</td>
<td>*</td>
<td>421.9</td>
<td>*</td>
<td>424.9</td>
<td>421.2</td>
</tr>
<tr>
<td>% Advanced</td>
<td>64%</td>
<td>*</td>
<td>61%</td>
<td>*</td>
<td>64%</td>
<td>62%</td>
</tr>
<tr>
<td>% Proficient</td>
<td>31%</td>
<td>*</td>
<td>34%</td>
<td>*</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>% Basic</td>
<td>4%</td>
<td>*</td>
<td>4%</td>
<td>*</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*N size too small to provide data

*Source: Raw data provided to KIPP LA from CDE*
**Figure 2: KCCP 2013 California State Test Results - Math**

<table>
<thead>
<tr>
<th>CST Mathematics</th>
<th>All 2nd Graders</th>
<th>With Disabilities</th>
<th>Economically Disadvantaged</th>
<th>Black/ African – American</th>
<th>Hispanic or Latino</th>
<th>English Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subgroup</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Tested</td>
<td>98</td>
<td>7</td>
<td>83</td>
<td>2</td>
<td>96</td>
<td>60</td>
</tr>
<tr>
<td>% of Enrollment</td>
<td>100.0 %</td>
<td>7.1%</td>
<td>84.7%</td>
<td>2.0%</td>
<td>98.0%</td>
<td>61.2%</td>
</tr>
<tr>
<td>Students with Scores</td>
<td>98</td>
<td>7</td>
<td>83</td>
<td>2</td>
<td>96</td>
<td>60</td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>449.7</td>
<td>*</td>
<td>447.0</td>
<td>*</td>
<td>449.7</td>
<td>449.0</td>
</tr>
<tr>
<td>% Advanced</td>
<td>77%</td>
<td>*</td>
<td>76%</td>
<td>*</td>
<td>76%</td>
<td>82%</td>
</tr>
<tr>
<td>% Proficient</td>
<td>17%</td>
<td>*</td>
<td>19%</td>
<td>*</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>% Basic</td>
<td>5%</td>
<td>*</td>
<td>4%</td>
<td>*</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*N size too small to provide data

Source: Raw data provided to KIPP LA from CDE

KCCP’s students also out-performed students in the District and the state of California. While 95% of KCCP’s second graders scored proficient or advanced in ELA, only 54% of district students did so and 56% of students did so across California. Similarly, 57% of district and 65% of California second graders scored proficient or advanced in math, while 94% of KCCP second graders did so as shown in Figure 3.

**Figure 3: KCCP 2013 California State Test Results relative to the district and state.**

**2013 California Standards Test (CST)**

Percent of second-grade students scoring proficient or advanced.

As shown in Figure 4, KCCP also outperformed elementary schools in the immediate vicinity, suggesting that KCCP is addressing immediate need in Huntington Park for a high quality elementary school. Through our college-focused, standards-based curriculum, longer school day and year, and talented teachers (many of whom have
advanced degrees), KCCP’s students are afforded the same educational experiences and opportunities as their more affluent peers. This has resulted in strong academic gains for KCCP students.

**Figure 4: KCCP 2013 California State Test Results relative to neighborhood schools**

**2013 School-Wide Academic Performance Index (API)**

<table>
<thead>
<tr>
<th>School</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Comienza Community Prep</td>
<td>978</td>
</tr>
<tr>
<td>Middleton Street Elementary</td>
<td>792</td>
</tr>
<tr>
<td>Miles Avenue Elementary</td>
<td>768</td>
</tr>
<tr>
<td>Pacific Boulevard Elementary</td>
<td>804</td>
</tr>
</tbody>
</table>

The Academic Performance Index (API) measures the performance of California schools, based on how well each school performs on the California Standards Tests (CST). The scale ranges from 200 to 1000.

During the 2013-14 academic year, our third graders piloted the Smarter Balanced Assessment Consortium (SBAC) Field Test. Through the findings from the pilot and our knowledge of the Common Core State Standards, we have begun to redesign our assessment program to better match the item types and format found in the SBAC. For example, we have begun administering all assessments online. Additionally, all KCCP teachers have received intensive professional development on the Common Core State Standards and will continue to do so as we refine our practices and gather more information about the SBAC assessment.

In addition to the SBAC, KCCP also administers the NWEA Measures of Academic Progress assessment (MAP) every fall and spring. This assessment allows KCCP to assess student knowledge at the beginning of the year, set goals for student growth, and measure student progress from fall to spring against these goals and grade-level performance. KCCP, due to its rigorous math and ELA instruction, has exhibited impressive results on the MAP. In 2013-14, 77% of KCCP students scored at or above grade level in reading and 83% did so in math on the MAP. Similarly, 83% of students met their fall to spring growth goals in reading and 92% did so in math.

**Comparative Results**

As seen in the table on the following page, KCCP’s results exceed those of the surrounding schools. Our 2012-13 API score of 978 is far higher than the surrounding average API score 787 KCCP achieved a 10 statewide ranking, however, it did not receive a similar school ranking as it did not have at least 100 students in the tested grade level. KCCP only had 97 students in second grade in 2012-13.

There are 14 public schools near KCCP serving nearly 9,600 students. This includes 10 traditional schools and four charter schools. Academic performance at four of the nearby schools met the state’s bar of 800 API in 2013, while

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1 KIPP Comienza’s data reflects second grade only while comparison schools reflect second grade and higher.
the other ten of the nearby schools did not meet the state’s bar of an 800 API score in 2013. Three schools were categorized by LAUSD as a school to “watch” and nine were categorized as “service and support”. Only three of the schools received a statewide rank higher than five and five schools received a score of three or lower. In contrast, each of KIPP LA’s elementary schools which were eligible to receive a statewide ranking – KIPP Raíces Academy (Raíces), KIPP Empower Academy (Empower) and KIPP Comienza Community Prep (Comienza) – earned a ranking of ten in 2013. Looking at similar school rankings, eight of the local schools received a ranking of five or less. By comparison, KIPP Raíces and KIPP Empower each received a similar school ranking of ten.

The population in Huntington Park is similar to that served by KIPP LA’s existing schools. Most students are low income and come from minority backgrounds with a significant percentage of the students identified as English learners. KIPP LA’s existing schools have a strong track record of serving similar student populations. KCCP has a track record of implementing programs and practices to ensure that the unique needs of students from Huntington Park are met. Figure 5 shows the demographic and performance data for the schools surrounding KCCP.
### SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

**ADDRESS: 6410 RITA AVENUE, HUNTINGTON PARK, CA 90255**

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013-14</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Hispanic Latino</th>
<th>% Black/AA</th>
<th>% Asian/Pacific Islander</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target</th>
<th>Met Subgroup Growth Targets</th>
<th>2011-2013 API 3 Year Average (Weighted)</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corona Ave Elementary</td>
<td>984</td>
<td>85.1%</td>
<td>8.0%</td>
<td>42.9%</td>
<td>97%</td>
<td>0%</td>
<td>0%</td>
<td>764</td>
<td>N</td>
<td>N</td>
<td>752</td>
<td>3</td>
<td>5</td>
<td>Watch</td>
</tr>
<tr>
<td>Hope Street Elementary</td>
<td>565</td>
<td>81.4%</td>
<td>7.9%</td>
<td>39.6%</td>
<td>99%</td>
<td>0.5%</td>
<td>0%</td>
<td>776</td>
<td>Y</td>
<td>N</td>
<td>776</td>
<td>4</td>
<td>4</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Lillian Elementary</td>
<td>584</td>
<td>96.7%</td>
<td>7.7%</td>
<td>46.6%</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
<td>768</td>
<td>N</td>
<td>N</td>
<td>769</td>
<td>3</td>
<td>4</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Loma Vista Elementary</td>
<td>854</td>
<td>84.7%</td>
<td>10.8%</td>
<td>53.6%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>785</td>
<td>N</td>
<td>N</td>
<td>784</td>
<td>4</td>
<td>7</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Middleton St Elementary</td>
<td>1,140</td>
<td>93.9%</td>
<td>11.1%</td>
<td>47.8%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>793</td>
<td>Y</td>
<td>Y</td>
<td>777</td>
<td>4</td>
<td>10</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Miles Ave Elementary</td>
<td>1,048</td>
<td>91.3%</td>
<td>8.9%</td>
<td>57.3%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>768</td>
<td>N</td>
<td>N</td>
<td>786</td>
<td>3</td>
<td>4</td>
<td>Service &amp; Support</td>
</tr>
<tr>
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</tbody>
</table>

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2 CDE School Enrollment by Gender, Grade & Ethnic Designation report for 2013-2014 SY
3 CDE Data Quest Selected School Data for Free or Reduced Priced Meals, 2013-2014 SY
4 2012-2013 SY SARC
5 CDE Data Quest Selected School Data for English Learners Report, 2013-2014 SY
6 CDE Data Quest School Enrollment by Ethnicity Report, 2013-2014 SY
7 CDE Data Quest School Enrollment by Ethnicity Report, 2013-2014 SY
8 CDE Data Quest School Enrollment by Ethnicity Report, 2013-2014 SY
9 3 - Year Average Academic Performance Index (API) School Report
10 Academic Performance Index (API) Growth and Targets Met School Report
11 Academic Performance Index (API) Growth and Targets Met School Report
12 3 - Year Average Academic Performance Index (API) School Report
13 Academic Performance Index (API) Growth School Report
14 Academic Performance Index (API) Growth School Report
15 LAUSD School Performance Framework 1-Pagers
16 KIPP Comienza's data reflects second grade only while comparison schools reflect second grade and higher.
Attendance Goals & Rates

KCCP believes that strong academic achievement is only possible with strong in-seat attendance. To that end, KCCP sets an ADA goal of 96% each year. For 2014, our attendance rate was 97.4%. We monitor student attendance on a daily, weekly, and monthly basis and hold meetings with parents if attendance is slipping in an effort to identify the root cause and find a workable solution. For example, KCCP may connect families that are struggling with attendance with other families who live nearby for carpooling or provide the family with bus passes. We also stress the importance of coming to school every day at our new student orientation, Back to School Night, and parent/teacher conferences. Lastly, we provide incentives for classrooms and students with high attendance rates so that students are also empowered to advocate for their attendance.

Suspension Goals & Rates

KCCP seeks to have zero suspensions in a given year to ensure that every student has ample classroom time to learn and to enable our teachers to build positive relationships with our students and their families. In 2013-14 KCCP’s suspension rate was 1.1%. In prior years we had no suspensions. KCCP will seek to reduce its suspension rate in the coming year by focusing on building a positive school culture, ensuring that expectations, systems and routines are clearly defined and shared with all students and where appropriate families, and building positive relationships with both our students and families.

Innovative Instructional Model

At KIPP Comienza Community Prep (KCCP), we believe in the power of differentiated small group instruction to meet the diverse learning needs of our students. To best meet the needs of our students, KCCP has implemented small group instruction in different ways based on grade level and subject.

In reading, we believe that every credentialed teacher is a reading teacher, as a result all elective teachers, apprentice teachers, and administrators help support the lead teacher during literacy instruction by providing direct instruction to a small leveled group of students. By having two qualified instructors in the classroom during these times, we are able to teach phonics and guided reading in small groups daily, ensuring the needs of all students are being met. When students are not receiving direct instruction from a teacher, they can be found practicing reading skills on adaptive software programs on iPads or Chromebooks or engaged in a literacy center.

Starting in second grade, KCCP has implemented Achieve3000, an adaptive software program, into literacy rotations to push students further faster.

For Kindergarten math, elective teachers and apprentice teachers also support lead teachers. Again, support teachers teach small group math lessons, ensuring all students receive targeted and differentiated instruction. In first through fourth grades, we implement a rotational blended learning model for math instruction. Students rotate among small group teacher-led instruction, computer-assisted learning, and independent work. Students also work independently with web-based iPad applications during self-directed practice. In essence, teaching
reading and math in small groups allows our team to differentiate instruction, provide students specific feedback, and push the rigor daily.

Through the thoughtful integration of technology, KCCP’s teachers effectively manage a classroom of 28 students while providing targeted instruction and accelerating their learning. Rather than using technology as a means to provide small group instruction, we use technology as a tool and resource to bolster students’ foundational skills, deepen their understanding, and provide collaborative learning opportunities. Our students also work independently at their own pace, reinforcing a sense of personal responsibility for their learning.

Increased access to technology builds students’ 21st century skills from an early age, preparing them not only for the upcoming computer-based Common Core Assessments, but also the rigors of college and the competitive workforce. At the same time, KCCP’s rotational blended learning allows teachers to provide targeted small group instruction, despite larger class sizes. This translates to more one-on-one time with students, where teachers can immediately identify skills gaps and advance student learning. Differentiated instruction ensures that our students receive specialized support when they need it. Additionally, our adaptive software programs generate invaluable data on students’ academic progress. Teachers use these data to identify the most effective way to address students’ skills deficits and catalyze their learning, supplementing offline assessments to paint a more complete picture of academic growth.

**Data Driven Instruction**

All instructional decisions at KIPP Comienza Community Prep are anchored in student data. This use of data is key to the success of our rotational blended learning model because it allows teachers to better target instruction to student needs in real time. Data comes from weekly or bi-weekly assessments, interim assessments, or adaptive software and teachers and teams work together to analyze and formulate work plans based on these results. Teachers also use these results to drive their intervention and small group work in the classroom. Below is an overview of our bi-weekly data process:

- **Data acquisition:** Staff ensure that the data we use to assess student performance is collected and organized in a timely manner so that all stakeholders can readily access it;

- **Data reflection and analysis:** Teachers reflect on their classroom data by submitting reflection forms and conducting error analysis on all assessments. Grade levels then come together to reflect on their results and create specific plans of action and subsequent goals to improve student outcomes. Simultaneously, the Leadership Team meets to review school wide results and creates plans to support teachers/grade levels as needed.

- **Analyzing Student Work:** On a daily basis, teachers come together to analyze student work or exit tickets. The aim is to identify student misconceptions early and clarify during a reteach block.
• **Lesson Plan Reviews:** On Fridays, grade levels review bi-weekly assessments and lesson plans to ensure all teachers understand the objectives, processes, and criteria for success.

• **Flexible Small Group Instruction:** Based on weekly assessment results, changes to the make-up of small groups are made to ensure all students are receiving differentiated instruction.

• **Program Alignment and Design:** Through data acquisition, reflection, and analysis, KCCP’s teachers ensure that our instructional model is aligned with relevant content and standards as well as student growth. This process also ensures the teaching strategies and practices we employ are appropriate and supportive of the outcomes and overall design of the academic program.

Our small group instruction and data-driven instructional program has attracted many visitors to our school. We welcome visitors to learn from our best practices and share them with their schools. Since we opened, we have welcomed teachers, school teams, principals, superintendents, those interested in opening new schools, and student teachers who want to learn more about our work. We were featured in a widely seen MOOC on blended learning. We have also done extensive work in sharing our Design Thinking approach with various entities, such as other KIPP Schools, the KIPP LA Board, and other schools in the area. Design Thinking is specific approach to solving problems or challenges we face in our work or daily lives. By having an open door policy and culture of sharing, we believe we have spread our work throughout the community.

**Meeting the Needs of Our Students**

At KCCP, we believe that our small group instruction and blending learning approach as described above have helped us achieve our academic results. Rather than teaching to the average student in the classroom, teachers at KCCP teach to each student’s individual needs. This occurs daily in both ELA and math. Through small group, differentiated instruction that is informed by constant data feedback, rigorous adaptive software programs that are aligned with the Common Core State Standards, and meaningful independent tasks, our students are accessing content targeted to their specific needs every day.

For example, an accelerated student who has already mastered a specific standard is able to read high level texts during independent work or engage with more challenging tasks on adaptive software programs while her peers strengthen their foundational skills. Similarly, a student that is struggling receives instruction from his teacher that is specifically targeted to his knowledge gaps and informed by a wealth of data to support him as he gains foundational knowledge.

To support the needs of our English Language Learners, we train all teachers on Thinking Maps and the usage of differentiated sentence frames. Thinking Maps allows students to organize their thoughts in a very systematic manner. Additionally, it allows teachers to differentiate these maps to meet the needs of all students. A sentence frame is a method of scaffolding that teachers use to ensure all students are practicing the academic jargon connected to the skill being learned.
By adapting to English learners and special education students, who receive the additional support they need via push in and pull out services, our model serves every student at KCCP. This means that students, regardless of their performance when they first arrive at KCCP or their status as English learners or special education students, are demonstrating significant growth. Our results, which includes data for students in every grade level (K-3), as shown in Figure 6, demonstrate that students in each quartile of performance, as measured by NWEA’s Measures of Academic Progress (MAP) test, exhibit growth at or above grade level annually. This type of consistent growth across quartiles is unusual in traditional classrooms. However, at KCCP we are able to achieve these gains through small group instruction aimed at accelerating every student. Results are similar for our English learner and special education students.

Figure 6: KCCP Quartile Growth – MAP 2014.

Challenges

Overall, KCCP has enjoyed a successful initial charter period. Beyond the normal challenges of starting a new school, KCCP faced two key challenges both which occurred in the last twelve months:

- **Leadership transitions.** Founding School Leader, Margarita Florez was promoted to Head of Schools for KIPP LA in February 2014. Her successor, Shirley Appleman, joined KIPP LA/KCCP in 2010 as an apprentice teacher and quickly was promoted to lead teacher. From there she advanced in her teaching and leading capacities at KCCP. Mrs. Appleman became School Leader in February 2014. She has participated in both KIPP LA and KIPP Foundation sponsored professional development and is currently participating in the KIPP Successor Leader cohort with other successors in Los Angeles and across the country. In addition to transition at the School Leader level, KCCP experienced other leadership changes as one assistant school
leader was promoted to Founding School Leader to open a new school and another was promoted to School Leader at an existing KIPP LA school. KCCP will spend time rebuilding its leadership bench depth in the coming years through KIPP LA leadership development programs.

- **Facilities challenges and moves.** As KCCP added a grade level each year, facilities challenges increased. Twice in the school’s short history it has experienced mid-year moves. In January 2014 KCCP’s kindergarten and first grades move approximately two blocks away to a newly renovated facility.

In addition to KCCP-specific challenges, in the 2012-13 school year, KIPP LA had findings on its annual audit, which includes KCCP as well as all other KIPP LA schools. These findings were related to excess adjustments. Most of these adjustments were related to revenue which were initially under reported. The issues that led to the findings include:

- Accounting team was not fully staffed and had turnover in key personnel just prior to our annual audit;
- Account reconciliation procedures were not in place. The previous Accounting Manager did not regularly reconcile accounts leading to difficulty in preparing the closing schedules for the auditors;
- Accelerated audit schedule: Our audit was scheduled for early September, which meant that we were one of the first charter school audit clients of the year. This forced us to rush to put together the closing schedules, a particularly difficult challenge given the turnover on our team and the learning curve that the Interim Controller was experiencing.

As a result of our 2012-13 audit we have made the following changes to our team and processes:

- Hired a new Chief of Finance & Operations. He joined the team in June 2013, filling a position that had been vacant for nearly 18 months;
- Hired a Controller, a position new to KIPP LA. Our Controller began in mid-October. She is a licensed CPA and has approximately 20 years of experience. Additionally, she came to us with prior charter school experience;
- Hired a Fiscal Reporting and Compliance Manager, a new position for KIPP LA. She has four years prior experience in charter school accounting and has applied for her CPA license (already passed all the exams and met the qualifications);
- Replaced our Staff Accountant with a Senior Accountant in September 2013;
- Hired a Payroll Administrator, relieving the Staff Accountant of the payroll duties and creating more space to focus on accounting;
- Replaced our Financial Analyst with an Associate Director of Budgeting and Analysis, who is focused on working with our schools to manage budgets, forecasting, and financial planning.

KIPP LA’s audit for the 2013-14 year was clean and the organization received no findings.
Student Population Served
KCCP seeks to serve the students in and around its current locations in Huntington Park. KCCP currently serves 525 students in kindergarten through fourth grade and plans to serve up to 550 students in future years as seen in figure 7.

Figure 7: KCCP Projected Student Enrollment:

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As a public school, KCCP is tuition-free and admits any student regardless of ethnic, socio-economic, special education status or religious background. Although KCCP is open to any student, the school specifically targets students in the surrounding community and academically underserved students in nearby neighborhoods for enrollment.

Goals & Philosophy

School Mission & Vision

*Our mission is to teach the academic skills, cultivate the character traits, provide the learning experiences, and forge the community relationships needed for our elementary students to thrive in middle school, high school, college and life.*

KCCP is built on the belief that great schools and strong relationships transform communities. The vision of KCCP is that through rigorous standards-based instruction, character development and learning experiences beyond school walls, our students will become active leaders who take pride in their community and have access to choice and opportunity to ignite transformative change.

In an effort to achieve this vision, KCCP is organized to prioritize academics. KCCP believes providing academic excellence beginning in Kindergarten is necessary for student success. Our additional components – character development, learning experiences, and community relationships – are meant to build our students’ capacity and drive their efforts to excel in life and develop a sense of personal responsibility to lift up and support others.

As a school, we will give students experiences that ignite their curiosity, heighten their critical thinking, and provide access to opportunities available to their wealthier peers. Beginning in Kindergarten, each grade will visit at least one college campus annually to make college a tangible place and goal in our students’ minds. Similarly,
Field lessons will connect and extend our students’ learning while giving them the opportunity to connect with the world around them. KCCP will also incorporate technology and speaking standards that all too often get left out of schools in underserved communities to expand our students’ learning experiences. These experiences and others aim to level the playing field and enrich our students’ lives.

The KCCP mission acknowledges our school does not operate in isolation. We believe in building a strong sense of partnership, pride and respect for our community. As a college-prep elementary school, we believe our role includes working with families to support them as their children navigate the path to and through college. With this in mind, KCCP will provide monthly family workshops aimed to increase knowledge about the path to college and learn about profiles of students from our community who have gone on to graduate from competitive high schools and colleges. From a student perspective, KCCP will provide culturally relevant and responsive instruction that strengthens our student’s self-concept as members of their community, as well as give students an opportunity to solve problems in their community through teacher-led community-based inquiry projects that occur annually.

**Instructional Vision**

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

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

At the same time, our vision supports the notion that schooling should develop the character and self-identity of students. KCCP’s curriculum cultivates character traits and teaches the school values strategically along a K–4 developmental curriculum. Activities and experiences are planned to systematically teach our four school values—courage, *ganas*, honor and reflection – as well as selected character strengths. Teachers and students draw upon our school values independently and exemplify them in times of success and challenge.
We'll know we are executing our mission when KCCP meets or surpasses our goals for the SBAC and MAP assessments. We'll also know we are successful when our students exemplify our values and character strengths inside and outside the classroom, but most importantly, when no one is looking.

KIPP’s Five Pillars

KCCP will achieve its mission and vision, in part through its implementation of KIPP’s Five Pillars, its partnership with the KIPP Foundation and KIPP LA Schools, and through KIPP’s educational philosophy. KIPP’s Five Pillars, the core operating principles that all KIPP schools share, helps drive KCCP’s success:

**High Expectations.** KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that allow for no excuses based on the students' backgrounds. KCCP has established a culture of excellence in which clear, rigorous goals are set for both academic achievement and conduct. KCCP staff members are hired after a thorough process in which they demonstrate their belief in our students’ potential and possess the drive and determination to do whatever is necessary to support student achievement. Each day, the KCCP staff and students engage in discussions about college including excellence on the path to and through college. All students are expected to come to school each day prepared to work hard and be nice.

**Choice and Commitment.** Students, their parents, and the faculty of each KIPP school choose to participate in the program. No student is required to attend KCCP nor is any employee required to work at the school. After learning about the school’s expectations and goals, KCCP parents, staff and students sign a Commitment to Excellence form which details the responsibilities, requirements, and expectations of each stakeholder. It is essential that all students, parents, and staff understand why the extra time and the rigorous program are essential for student success.

**More Time.** KIPP schools know there are no shortcuts when it comes to helping educationally-underserved students succeed academically. An extended school day means more time for students at KCCP to acquire the academic knowledge and skills, as well as the broad extracurricular experiences that will prepare them for competitive middle schools, high schools, and colleges. Since students learn at different speeds, this additional time allows staff to remediate students that need extra support, and accelerate students that are advancing at a faster pace. All core classes are taught between 7:45am and 3:00pm. This includes time to teach subjects such as science, social studies, art, music, and physical education in addition to focusing on English language arts and math. While the official school day is designed to meet the required instructional minutes, KCCP offers an optional supplemented day extending three hours after the regular school day ends to better prepare students through additional classes as well as additional instruction and interventions when needed. Supplementary instruction after 3:00 allows for a variety of enrichment and recreational activities not offered during the regular school day. In addition, KCCP utilizes the beginning of the school year to reinforce instruction and further prepare students for success.
**Power to Lead.** KCCP’s school leader is an effective academic and organizational leader who understands that a great school requires a great school leader. He/She has control over her budget and personnel and is free to swiftly move dollars or make staffing changes, with KIPP LA’s management team providing support and oversight, allowing her maximum effectiveness in helping students learn. With the power to lead, He/She is able to make decisions based solely upon what is best for KCCP’s students.

**Focus on Results.** To be prepared to excel on the path to and through college, students must demonstrate a high level of performance from the beginning. KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation’s best middle schools, high schools, and colleges. KCCP students take beginning-of-year NWEA Measure of Academic Progress (MAP) assessments to determine their current performance levels. Based on those results, all students, teachers, classes, and grade level teams set growth goals for the year. KCCP consistently monitors students’ mastery of the Next Generation Science, California Content and Common Core standards through informal assessments such as observations, and more formally through regular standards assessments. Additionally, KCCP administers the STEP literacy assessment or the Fountas and Pinnell (F&P) assessment five times each year to benchmark student’s literacy growth. Teachers and leaders analyze data to inform and drive instruction. End-of-year assessments, including state-mandated assessments and MAP, are administered to monitor annual achievement and growth. Teachers and leaders analyze the results of these end-of-year assessments in depth each summer to make improvements for the upcoming year.

**College and Career Readiness: 21st Century Educated Person**

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

- Master core content;
- Develop key cognitive strategies;
- Take ownership of their learning and become proficient with a range of learning strategies;
- Acquire the knowledge necessary to make a successful transition from secondary to postsecondary education;
- Use our school values and character strengths as guides in challenging situations.

Implementing the highest-quality instructional program possible is paramount to KIPP’s track record of success. At KCCP, high-quality instruction is based on the Next Generation Science, California Content, and Common Core standards, with an emphasis on character education, expanding life experiences, and growing academic skills. As a result, it is explicitly tied to KCCP’s mission of preparing students in Los Angeles for success in college and in life.
Although several important factors contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement.\textsuperscript{17} While the quality of instruction cannot be emphasized enough, it is also important that schools focus on teaching skills that will adequately prepare students for the challenges that await them. Research by Tony Wagner based on interviews with senior executives and college admissions counselors identified seven survival skills for workforce readiness.\textsuperscript{18} Using this research, KCCP has determined that to truly prepare our students to become 21st century educated persons, we must prepare them for:

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

These seven skills are composed of both academic and character skills, a combination that has driven the founding of every KIPP school since 1994. In the words of David Levin, founder of KIPP Academy New York, “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, KCCP students will become self-motivated, competent, lifelong 21st century educated persons.

In addition to these academic and character skills, the 21\textsuperscript{st} century workforce demands that students are able to use technology and media in a meaningful, responsible, and strategic manner. Students will need to employ technology to enhance their reading, writing, speaking, listening, and language skills. They will need to efficiently research information on-line and utilize what they learn in both on- and offline environments. They will need to understand the strengths and limitations of various technology and media and use those to their maximum potential to accomplish their goals. KCCP is focused on ensuring that students are on a path to achieve mastery in the use of technology and media as a tool to strengthen communication and grow their knowledge.

KCCP was formed to support the students of Huntington Park as they become 21\textsuperscript{st} Century learners and thinkers. We focus on providing students the skills in kindergarten through fourth grade that will put them on a track to success in middle school, high school, college and life. Our educational program is specifically designed to help our

\textsuperscript{17} Robert Marzano, \textit{Educational Leadership}, September 2003.
students become critical thinkers, problem solvers, and creators.

How Learning Best Occurs
Like the 162 KIPP schools around the country, KCCP ascribes to the Five Pillars of success previously discussed. These Pillars provide the framework for the school’s educational philosophy. However, KCCP’s success depends on high-quality instruction in addition to this guiding philosophy. Implementing a high-quality instructional program is paramount to KCCP’s track record of success.

High-quality instruction is a result of proper planning and varied instructional techniques and methods that are relevant to student learning. There are five components to KCCP’s approach to high-quality instruction:

1. **Quality Instruction is Standards-Based.** KCCP has linked its curriculum objectives to the state content standards adopted by the California State Board of Education and has transitioned its curriculum to align to Common Core and Next Generation Science Standards. The School Leader designs a standards-based scope and sequence for each subject and grade level. Teachers use these scope and sequences to develop yearlong standards-based pacing guides, unit plans, lesson plans and daily objectives. KCCP aims to accelerate student learning to ensure that mastery of the standards is achieved at a faster pace. Based on historical performance on the MAP assessment, KCCP’s students, regardless of grade level, arrive, on average, performing below the national average in both reading and math. As a result, this pace is necessary to catch them up and ultimately prepare them for the rigorous and challenging curriculum they will encounter in middle school and high school honors and advanced placement programs.

2. **Quality Instruction is Data-Driven.** KCCP utilizes an instructional cycle centered on student performance data. Teachers begin the year by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers identify formal and informal ways to collect data about student understanding; teachers use this data to adjust scaffolds, pacing and student grouping. Teachers analyze student data during grade-level meetings and professional development to inform practice. The School Leader uses student data to drive observations, feedback and teacher development. By incorporating data into every lesson and planning session, KCCP’s teachers can ensure that their students are accessing content targeted to their individual levels and receiving support when and where they need it most.

3. **Quality Instruction is Differentiated.** Students process material in a variety of ways. Teachers work towards meeting students at their learning level, and therefore use flexible grouping to support and accelerate achievement. Lesson plans identify focus students, language objectives and necessary scaffolds to support individual students. Thus, teachers at KCCP continuously work together to enhance student learning by sharing, developing, and refining effective teaching strategies. Having more time for learning means that multiple instructional techniques can be combined and integrated into the classroom
throughout the day. Students whose needs have not been met through traditional teaching methods benefit from supplemental, direct instruction, small group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer-based adaptive activities, and other innovative techniques. By employing a variety of techniques KCCP’s teachers can activate student engagement and reach all learners.

4. **Quality Instruction is Relevant to Students.** While it is important for teachers to ensure students are mastering content standards, it is also vital for educators to make that learning culturally relevant to the students in their classrooms. Culture is a necessary dimension towards academic achievement. We believe a culturally relevant and responsive approach is essential to build an academic program that pursues excellence and equity and builds our students’ sense of responsibility to positively impact their community. Cultural and community history as well as current reality will be embedded across content areas and drive social studies lessons. Therefore, it is incumbent upon KCCP’s staff to truly understand the cultural values, beliefs, customs, and ideas of the students that attend their school. By doing so, our teachers can make informed decisions about how to best 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 their backgrounds and helping children see themselves as capable contributors to the world around them. As our students become more confident learners through culturally relevant pedagogy, they will also feel empowered to take responsibility for their learning.

5. **Quality Instruction is Innovative.** KCCP embraces innovation as an essential component of the high-caliber 21st century education promised to every KIPP student and family. Innovation permeates teaching, learning, thinking, and planning throughout the school. The school has created opportunities and experiences for students to collaborate with one another using a variety of tools and methods such as iPads, Google docs, and online learning content. Teachers identify opportunities to leverage technology to differentiate instruction and create assessment and feedback loops that instantly provide precise data to staff and feedback to students. Innovation allows learning to extend beyond the classroom, enabling students to become a part of the global community, understanding the world around them and interacting meaningfully with other global citizens. KCCP ensures that students have the knowledge and skills to practice and implement the principles of responsible digital citizenship. Additionally, the use of innovative tools in the classroom allows teachers to better meet the needs of every student, targeting instruction, identifying learning gaps, and increasing the impact of instructional time. Through these tools, KCCP is able to better serve every student, regardless of his or her challenges.

**Creating Self-Motivated, Competent, Life-long Learners**

KCCP students will exit elementary school after the fourth grade prepared to realize their full potential. They will have grown from five year olds who are new to school, to nine year olds who believe in themselves and have built
the foundation on which they will grow and continue to grow as learners and citizens. While at KCCP our students gain an academic foundation, access to enriched learning experiences, and a supportive community of classmates and teachers to motivate and push them every step of the way. On their first day of fifth grade, our students will arrive to middle school with nervous excitement and ready to show ganas (a willingness to face challenges head-on) to tackle new obstacles and expectations. These are fifth graders that say, “I can”, “I will,” “I need help” and “I made a mistake.”

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

For students to realize the mission of KCCP, we must focus on character building and values. KCCP’s values are Courage, Ganas, Honor and Reflection. Ganas, the Spanish word for desire, means that students will approach each challenge with grit and zest. Our goal is for all students to embody and demonstrate the KCCP values daily. In the classroom, teachers teach the values through “who we are” (embody) and “what we do” (demonstrate). Our values provide a shared language that students, teachers and families will infuse and connect to daily. As a school, KCCP will nurture and aid in forming student self-concepts so students can develop a sense of personal responsibility and become advocates for themselves and their communities.

Teachers measure students’ development and growth in each value through grade-level outcomes and rubrics. The Leadership Team will develop these outcomes. Below, Figure 8, is a Kindergarten sample of the values definitions, outcomes and what they should look like, sound like and feel like; grade-level teams will receive these for their respective grades each year.
### Figure 8: KCCP’s Kindergarten Values Definitions

<table>
<thead>
<tr>
<th>Values</th>
<th>Definitions</th>
<th>Kindergarten Outcomes</th>
<th>Student Actions (looks like)</th>
<th>Student Language (sounds like)</th>
<th>Student Impact (feels like)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>The ability to name, face and overcome fears.</td>
<td>● I take risks.</td>
<td>● A student is nervous to stand in front of the class to recite a rhyme, but overcomes the fear.</td>
<td>● I’m nervous.</td>
<td>● Student is proud of him/herself overcoming a challenge.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● I try even when I’m nervous.</td>
<td></td>
<td>● I afraid to _____.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● I ask for help.</td>
<td></td>
<td>● I will try.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● I need help.</td>
<td></td>
</tr>
<tr>
<td>Ganas</td>
<td>The desire to approach situations and challenges with grit and zest.</td>
<td>● I try my best to reach goals.</td>
<td>● A student practices sight word cluster at home and school to pass the next cluster level.</td>
<td>● I can do this!</td>
<td>● Student learns that they can motivate themselves.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● I never give up.</td>
<td></td>
<td>● I’ll try a little harder.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● I work hard.</td>
<td></td>
<td>¡Si, puedo!</td>
<td></td>
</tr>
<tr>
<td>Honor</td>
<td>The dedication to respect and love our community and each other.</td>
<td>● I respect myself.</td>
<td>● A student falls and scraped their knee; another student helps them up and takes them to get a band-aid.</td>
<td>● Can I help you?</td>
<td>● Students feel appreciated by each and offer gratitude.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● I am a good teammate.</td>
<td></td>
<td>● Thank you.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● I offer help when someone needs it.</td>
<td></td>
<td>● Good job!</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>The examination of our self, our community and our world.</td>
<td>● I learn from mistakes.</td>
<td>● A student throws a piece of garbage on the ground, rushing to go play outside. Instead of continuing on, they turn around and place the garbage in the trash bin.</td>
<td>● I’m sorry I hurt your feelings.</td>
<td>● Student feels in control of their thoughts and actions. They realize that though they may make mistakes, they always have the ability to do better next time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● I think about my choices and make good decisions.</td>
<td></td>
<td>● Can I please borrow a pencil so I can do my work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● I understand what I need to be successful.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Across all grade levels, teachers send home weekly behavior logs linked to school values. Also, our grade-level report cards outline each value outcome students are working toward.

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

The KIPP Comienza school values are highlighted in the following ways:

- Banners hung throughout the school as visual reminders;
- Songs and motions students learn in Kindergarten and continue to use in all grade levels;
- Skits showcasing students and adults evaluating their choices and making decisions to positively impact themselves, their peers and their community; and
- Lessons designed and delivered by teachers and members of the leadership team to increase student understanding and independent application of values and character traits.
In addition to our school values, KIPP Comienza incorporates character strengths into instruction based on the work of Martin Seligman and Christopher Peterson. Among the twenty-four strengths they found, Seligman and Peterson identified seven as most predictive of positive life outcomes: zest, grit, self-control, hope/optimism, curiosity, gratitude, and social intelligence. Teachers introduce these character strengths during the beginning of each year and all grade levels have a Values or Character Strengths block in their schedule. Just like our values, these character strengths will be embedded in our culture by incorporating this terminology in our conversations with students, and in academic and social activities. The table below shows a continuum of character virtues that are integrated into our K – 4 program. Figure 9 gives examples for integrating values into lessons and the student impact we aim to achieve by incorporating these virtues into our academic program.

Figure 9: Examples of Integrating Values into Lessons

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Focus Virtues</th>
<th>Lesson Integration</th>
<th>Student Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 1</td>
<td>● Curiosity</td>
<td>● Roll-out lessons for play-based centers focus on fairness, curiosity and kindness.</td>
<td>● Students like to play with other classmates and learn to accept mistakes and try again.</td>
</tr>
<tr>
<td></td>
<td>● Fairness</td>
<td>● Roll-out lessons for literacy-based centers focus on love of learning and curiosity.</td>
<td>● Students have fun, smile and are playful children.</td>
</tr>
<tr>
<td></td>
<td>● Forgiveness</td>
<td>● Procedure/routine lessons for handball and four-square focus on fairness and integrity.</td>
<td>● Students take risks in learning tasks to explore new skills and concepts.</td>
</tr>
<tr>
<td></td>
<td>● Humor</td>
<td></td>
<td>● Students show kindness to new students by asking them to play at recess or sit near them at lunch.</td>
</tr>
<tr>
<td></td>
<td>● Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Kindness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Love of Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 – 3</td>
<td>● Creativity</td>
<td>● Art lessons begin to focus a lot more on creating rather than technique.</td>
<td>● Students independently make good decisions.</td>
</tr>
<tr>
<td></td>
<td>● Gratitude</td>
<td>● MAP prep lessons are geared towards motivating, and inspiring students not to give up.</td>
<td>● Students feel success and excitement when completing difficult tasks.</td>
</tr>
<tr>
<td></td>
<td>● Leadership</td>
<td>● Noise level lessons are focused on appropriate behavior in appropriate settings.</td>
<td>● Students feel appreciated by classmates who give them gratitude.</td>
</tr>
<tr>
<td></td>
<td>● Love</td>
<td>● Community-inquiry projects move from whole group to small group focused on teamwork.</td>
<td>● Students feel confident in their capacity to lead meetings in their classroom.</td>
</tr>
<tr>
<td></td>
<td>● Persistence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Self-Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>● Hope</td>
<td>● Social studies lessons focus on highlighting community and historical figures exemplifying social responsibility.</td>
<td>● Students share their hopes and dreams for life after elementary school.</td>
</tr>
<tr>
<td></td>
<td>● Perspective</td>
<td>● Narratives in Writer’s Workshop focus on the future-student’s hopes and dreams.</td>
<td>● Fourth graders understand different point of views.</td>
</tr>
<tr>
<td></td>
<td>● Social Intelligence</td>
<td></td>
<td>● Students are animated and lively, having adapted their playfulness.</td>
</tr>
<tr>
<td></td>
<td>● Social Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Vitality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Outcomes and Assessments Aligned with the State Priorities

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

KCCP’s school-wide and subgroup outcome goals and performance targets are aligned to the state’s priorities. We have carefully set ambitious goals and outcomes for our teachers and students with the ultimate goal of preparing them for success once they leave KCCP. These goals and targets are outlined in Figure 10. This figure specifies, for the grade levels served, or the nature of the program operated, by the charter school, the methods for measuring
progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), as well as the format and content for the new Local Control Accountability Plans (“LCAP”) as applicable to charter schools, KCCP will work with the KIPP LA Board to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.

Figure 10: Outcome Goals and Targets Aligned With State Priorities

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; all students: All teachers will have a credential for the course they are teaching</td>
<td>2015-2020 Annual Teacher recruitment and comprehensive interview process Hiring of credentialed teachers and ensuring proper placement Supporting teachers with transfer of credentials for from out of state</td>
<td>2014-2015: Baseline data in process 100% of teachers will be credentialed for the course they are teaching 100% of teachers will be credentialed for the course they are teaching 100% of teachers will be credentialed for the course they are teaching 100% of teachers will be credentialed for the course they are teaching 100% of teachers will be credentialed for the course they are teaching</td>
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</table>
## ACCESS TO INSTRUCTIONAL MATERIALS

### STATE PRIORITY #1: BASIC SERVICES

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Number of books and software licenses</td>
</tr>
<tr>
<td>School wide &amp; all students: All students will have access to educational supplies and materials that are common core aligned</td>
<td>2015-2020 Purchase educational supplies and materials purchased that are common core aligned.</td>
<td>2014-2015: Base-line data in process</td>
</tr>
<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td><strong>STATE PRIORITY #1: BASIC SERVICES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FACILITIES MAINTENANCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
<td><strong>MEASURABLE OUTCOMES</strong></td>
</tr>
<tr>
<td><strong>(Identify schoolwide and subgroup goals as applicable)</strong></td>
<td><strong>Method for Measuring: Facility will meet criteria for “facility is in good repair” as outlined on the SARC</strong></td>
<td></td>
</tr>
<tr>
<td>School wide &amp; all students: We will be compliant on all measures on SARC for Facility is in good repair.</td>
<td>2015-2020 Ensure that all metrics of the 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.</td>
<td>2014-2015: Base-line data in process Overall facility score of “good” or better</td>
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</tbody>
</table>
## IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

### State Priority #2

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School wide &amp; all students:</strong> In order to prioritize the teaching of the common core state standards teachers will attend training on common core and develop a strong understanding of mastery.</td>
<td>2015-2020 Kinder through 4th grade students, including English language learners will have lesson plans and assessments that are common core aligned. Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for EL’s. Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency.</td>
<td>2014-2015: Base-line data in process 2015-2016: 100% of teachers will be trained to implement common core. 2016-2017: 100% of teachers will be trained to implement common core. 2017-2018: 100% of teachers will be trained to implement common core. 2018-2019: 100% of teachers will be trained to implement common core. 2019-2020: 100% of teachers will be trained to implement common core.</td>
</tr>
<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>2015-2020: Families will be given our calendar of events at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance</td>
<td>2014-2015: Base-line data in process 50% of parents will attend Family Night 51% of parents will attend Family Night 52% of parents will attend Family Night 53% of parents will attend Family Night 54% of parents will attend Family Night</td>
</tr>
</tbody>
</table>

School wide & all students:

Increase the attendance of parents who attend Family Night, also recruit new parents to attend meetings

Method for Measuring: parent attendance at parent meetings, Sign-in sheets

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</thead>
<tbody>
<tr>
<td></td>
<td>50% of parents will attend Family Night</td>
<td>51% of parents will attend Family Night</td>
<td>52% of parents will attend Family Night</td>
<td>53% of parents will attend Family Night</td>
<td>54% of parents will attend Family Night</td>
</tr>
</tbody>
</table>
## Statewide Assessments

### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td><strong>Method for Measuring:</strong> Number of students who are proficient for ELA and math</td>
</tr>
<tr>
<td><strong>School wide &amp; all students:</strong></td>
<td>2015-2020: Teachers will use data such as interim assessments to tailor and guide instruction</td>
<td>Baseline 2015-2016: Base-line data in process 2014-2015: Baseline + 1% Increase for ELA and math</td>
</tr>
<tr>
<td>Increase number of students who meet state-established proficiency levels for English Language Arts and math on the CA Assessment of Student Performance and Progress</td>
<td>Once base line data has been established we will revise goal. Blended learning model ensures daily intervention and acceleration is available. PD and on-going coaching for teachers using KFET and common core training. Tutoring after school during study hall. Saturday school will be available for student to work on math and English Language Arts</td>
<td>2016-2017: Baseline + 2% Increase for ELA and math 2017-2018: Baseline + 2% Increase for ELA and math 2018-2019: Baseline + 3% Increase for ELA and math 2019-2020: Baseline + 3% Increase for ELA and math</td>
</tr>
</tbody>
</table>

Baseline 2015-2016: Base-line data in process 2014-2015: Baseline + 1% Increase for ELA and math
### ACADEMIC PERFORMANCE INDEX (API)

**State Priority #4: Student Achievement**

#### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

#### Specific Annual Actions

|---------------------|------------------------|----------|-----------|-----------|-----------|-----------|-----------|

Not applicable to the school’s program at this time.

#### A-G Course/ CTE Course of Study Completion Rate(s) [High School Only]

**State Priority #4: Student Achievement**

|---------------------------------------------------------------------|-------------------------|---------------------|------------------------|----------|-----------|-----------|-----------|-----------|-----------|

Not applicable to the school’s program.
### ENGLISH LEARNER ADEQUATE PROGRESS RATE

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; EL's: Students will advance at least one performance level each academic year as measured by the CELDT</td>
<td>2015-2020 Kindergarten through fourth grade: 100% of CELDT data will be accurate and shared with teachers. ELs will receive small group instructional support to support their language development</td>
<td>2014-2015: Baseline data in process</td>
</tr>
</tbody>
</table>
## ENGLISH LEARNER RECLASSIFICATION RATE

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School wide &amp; EL’s:</strong> Students who enter as ELs as kindergarteners will exit as RFEP by the end of their tenure at KCCP</td>
<td>2014-2015: Base-line data in process</td>
<td>Method for Measuring: Percentage of students who enter KCCP as ELL and leave as RFEP</td>
</tr>
<tr>
<td>2015-2020 Kindergarten through fourth grade: 100% of CELDT data will be accurate and shared with teachers. ELs will receive small group instructional support to support their language development</td>
<td>2015-2016</td>
<td>2016-2017</td>
</tr>
<tr>
<td>- Baseline</td>
<td>Baseline + 1% of EL students who entered in 2011-2012 will exit as RFEP</td>
<td>Baseline + 1% of EL students who entered in 2012-2013 will exit as RFEP</td>
</tr>
</tbody>
</table>

## AP EXAMINATION PASSAGE RATE [High Schools Only]

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not applicable to the school’s program.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Method for Measuring: _____________________

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable to the school’s program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: _____________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not applicable to the school’s program.
### SCHOOL ATTENDANCE RATE

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong> (identify schoolwide and subgroup goals as applicable)</td>
<td><strong>Method for Measuring:</strong> Attendance Rate (ADA)</td>
</tr>
<tr>
<td>2015-2020: Incentivize perfect attendance through awards and assemblies</td>
<td>Kindergarten through fourth grade will sustain 95% ADA</td>
</tr>
<tr>
<td>School will use “all call” software to communicate with parents about their child’s attendance</td>
<td>Kindergarten through fourth grade will sustain 95% ADA</td>
</tr>
<tr>
<td>Both parents and students will be held accountable for attendance goals.</td>
<td>Kindergarten through fourth grade will sustain 95% ADA</td>
</tr>
<tr>
<td>Parents will join in to celebrate students who have perfect attendance.</td>
<td>Kindergarten through fourth grade will sustain 95% ADA</td>
</tr>
</tbody>
</table>

2014-2015: Baseline data in process
## CHRONIC ABSENTEEISM RATE

### STATEPriority #5: Student Engagement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; all students: Kindergarten through fourth grade will not miss more than 10% of school</td>
<td>2015-2020 Incentivize perfect attendance through awards and assemblies</td>
<td>75% of Kindergarten through fourth grade will not miss more than 10% of school</td>
</tr>
<tr>
<td></td>
<td>2014-2015: Baseline data in process</td>
<td>77% of Kindergarten through fourth grade will not miss more than 10% of school</td>
</tr>
<tr>
<td></td>
<td>School will use &quot;all call&quot; software to communicate with parents about their child's attendance</td>
<td>80% of Kindergarten through fourth grade will not miss more than 10% of school</td>
</tr>
<tr>
<td></td>
<td>Both parents and students will be held accountable for attendance goals.</td>
<td>82% of Kindergarten through fourth grade will not miss more than 10% of school</td>
</tr>
<tr>
<td></td>
<td>Parents will join in to celebrate students who have perfect attendance.</td>
<td>85% of Kindergarten through fourth grade will not miss more than 10% of school</td>
</tr>
</tbody>
</table>
### DROP OUT RATE [Middle and High Schools Only]

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Measuring: _____________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not applicable to the school’s program.

### GRADUATION RATE [High Schools Only]

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method for Measuring: _____________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not applicable to the school’s program.
## STUDENT SUSPENSION RATE

### STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Suspension rate (unduplicated pupils)</td>
</tr>
<tr>
<td>School wide &amp; all students: KCCP’s suspension rate will be 2% or lower</td>
<td>2015-2020 Use a tiered behavior system to ensure school safety</td>
<td>2014-2015: Base-line data in process</td>
</tr>
<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC</td>
<td>ANNUAL ACTIONS</td>
</tr>
<tr>
<td>---------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School wide &amp; all students: KCCP’s expulsion rate will not exceed 1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a tiered behavior system to ensure school safety</td>
<td>2014-2015: Baseline data in process</td>
<td>KCCP will have less than 1% expulsion rate</td>
</tr>
<tr>
<td>Add personnel to support the increase of students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### [OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]

**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School wide &amp; all students:</strong> All students will feel safe at school</td>
<td>2015-2020: Use a tiered behavior system to ensure school safety  Add personnel to support the increase of students</td>
<td><strong>Method for Measuring:</strong> KIPP Foundation Healthy Schools and Region Survey</td>
</tr>
<tr>
<td></td>
<td>2014-2015:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baseline data in process</td>
<td>Baseline data in process</td>
</tr>
<tr>
<td></td>
<td>Parents of K-2nd grade will rate the item: “my child’s school is safe” as a 4 or better.</td>
<td>Parents of K-2nd grade will rate the item: “my child’s school is safe” as a 4 or better.</td>
</tr>
<tr>
<td></td>
<td>3rd and 4th grade students will rate the item: “my school is safe” as a 4 or better.</td>
<td>3rd and 4th grade students will rate the item: “my school is safe” as a 4 or better.</td>
</tr>
<tr>
<td>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>School wide &amp; all students:</td>
<td>Students will utilize technology to enhance core content areas</td>
<td>Method for Measuring: Number of students who have had access to identified courses</td>
</tr>
<tr>
<td></td>
<td>Technology committee will vet various instructional technology programs and implement during ELA and math instruction. Data will be collected from various programs and will inform teachers of their students’ progress. Technology programs will align with Common Core instruction in ELA and math.</td>
<td>Base line data in process</td>
</tr>
<tr>
<td></td>
<td>Baseline + 1% of students will utilize technology to enhance course of study</td>
<td>Baseline + 2% of students will utilize technology to enhance course of study</td>
</tr>
<tr>
<td></td>
<td>Baseline + 2% of students will utilize technology to enhance course of study</td>
<td>Baseline + 2% of students will utilize technology to enhance course of study</td>
</tr>
<tr>
<td></td>
<td>Baseline + 3% of students will utilize technology to enhance course of study</td>
<td>Baseline + 3% of students will utilize technology to enhance course of study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method for Measuring: Number of students who have had access to identified courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
</tr>
<tr>
<td>Baseline + 1%</td>
</tr>
<tr>
<td>Baseline + 2%</td>
</tr>
<tr>
<td>Baseline + 3%</td>
</tr>
</tbody>
</table>
# KIPP’s Six Essential Questions

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

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

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School wide &amp; all students:</strong></td>
<td><strong>2015-2020</strong></td>
<td><strong>Method for Measuring:</strong> Number of students meeting MAP growth goals</td>
</tr>
<tr>
<td>Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
<td>2014-2015: Baseline data in process</td>
<td>Baseline 2015-2016: 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016-2017: 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017-2018: 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2018-2019: 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-2020: 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
</tr>
</tbody>
</table>

**KIPP’s Six Essential Questions**

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

The six essential questions that we use to help us set goals are as follows:
1. Are we serving the children who need us?
2. Are our students staying with us?
3. Are our students progressing and achieving academically?
4. Are our alumni climbing the mountain to and through college?
5. Are we building a sustainable people model?
6. Are we building a sustainable financial model?

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

**Instructional Design**

KCCP offers a rigorous standards-based instructional program that creates a strong academic foundation on which students can build to be successful in the future. Our teachers create and implement a wide variety of curricular resources to ensure that our students have access to the most rigorous content available. These resources extend beyond those specified in KCCP’s original charter petition. The school’s program nurtures well-rounded critical thinkers who love learning, while preparing them to master the Next Generation Science, California Content, and Common Core standards through engaging, authentic work. Beyond focusing on student performance at or above grade-level in reading and mathematics, KCCP students are preparing to be artists, scientists, authors, athletes, and agents of change who develop projects that will impact the local and global community.

KCCP’s curriculum will be designed specifically to meet the needs of our students, ensure that they are at or above grade level in all core subject areas and help them ultimately reach the goal of college graduation. To do so, our team researches the best curricular programs we can find and picks and chooses the best aspects of those programs to infuse into our academic program. We have focused extensively on integrating our blended learning model into our ELA and Math instruction time, which has greatly enhanced our ability to reach all learners in small and large group settings, as well as carry out any Individualized Learning Plans. Based on our results, we believe the enhancements we made to the original petition have made our program even stronger. The majority of our students are leaving their respective grade levels reading above grade level, as measured by the STEP Reading Assessment and F&P Reading Assessment for the upper grades. Students are also writing above grade level and have learned to peer-edit and share their stories with larger audiences, like other classes and parents. We monitor this learning by using rubrics developed by Lucy Calkin, as well as teacher-created rubrics.

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

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

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

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

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

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

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

**Figure 11: KCCP Instructional Programs**

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Core Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Word Wise Vocabulary Program</td>
</tr>
<tr>
<td></td>
<td>KIPP Wheatley Portfolio</td>
</tr>
<tr>
<td></td>
<td>Scholastic Guided Reading</td>
</tr>
<tr>
<td>Math</td>
<td>enVisionMath® California 2008</td>
</tr>
<tr>
<td></td>
<td>Investigations, TERC ® 2006</td>
</tr>
<tr>
<td></td>
<td>Singapore Math</td>
</tr>
<tr>
<td></td>
<td>Eureka Math</td>
</tr>
<tr>
<td>Science</td>
<td>Full Option Science System (FOSS)</td>
</tr>
<tr>
<td></td>
<td>Science and Technology for Children ® (STC)</td>
</tr>
<tr>
<td></td>
<td>Houghton Mifflin Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Teacher created materials</td>
</tr>
</tbody>
</table>

KCCP has selected each of these instructional programs due to its comprehensive nature and correlation to the California Common Core Standards for ELA and Math, the Next Generation Science Standards, and California Content standards for all other applicable subjects. Each program includes teaching approaches to differentiate instruction, to meet the needs of English Learners, and to challenge identified Gifted and Talented students. Each program has been created by reputable publishers with a record of successful implementation with the student population KCCP will serve.

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

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

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

In addition to the selected instructional programs, teachers will use a variety of supplemental materials and frameworks to reinforce and enhance mastery of the content standards as designed in the core subject scope and sequences provided in the appendix. Teachers will utilize supplemental resources that may include those listed in Figure 12 below.

**Figure 12: Supplemental Instruction Resources**

<table>
<thead>
<tr>
<th>Program/Supplemental Resource</th>
<th>California Content Standard Strand (the program/supplemental resource supports)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susana Dutro’s Focused Approach</td>
<td>-K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</td>
</tr>
<tr>
<td></td>
<td>-K – 4 English Language Arts: Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>-K – 4 English Language Arts: Writing Applications</td>
</tr>
<tr>
<td></td>
<td>-K – 4 English Language Arts: Written Conventions</td>
</tr>
<tr>
<td></td>
<td>-K – 4 English Language Arts: Oral Language Conventions</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Word Analysis</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Fluency and Systematic Vocabulary Development</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Literary Response and Analysis</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Writing Strategies</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: English-Language Conventions</td>
</tr>
<tr>
<td>Words Their Way</td>
<td>-K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</td>
</tr>
<tr>
<td>Fountas and Pinnell’s Guided Reading Model</td>
<td>-English Language Development: Word Analysis</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Fluency and Systematic Vocabulary Development</td>
</tr>
</tbody>
</table>
| Standards Plus | - All K – 4 English Language Arts content standards strands  
|               | - All K – 4 Mathematics content standards strands |
| Lucy Calkins Units of Study | - K – 4 English Language Arts: Writing Strategies  
|                       | - K – 4 English Language Arts: Writing Applications  
|                       | - K – 4 English Language Arts: Written Conventions  
|                       | - English Language Development: Writing Strategies  
|                       | - English Language Development: English-Language Conventions |
| Sharon Taberski’s Reader’s Workshop Model | - K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development  
|                                       | - K – 4 English Language Arts: Reading Comprehension  
|                                       | - K – 4 English Language Arts: Literary Response and Analysis  
|                                       | - English Language Development: Word Analysis  
|                                       | - English Language Development: Fluency and Systematic Vocabulary Development  
|                                       | - English Language Development: Reading Comprehension  
|                                       | - English Language Development: Literary Response and Analysis |
| ¡Viva el español! | - All Foreign Language framework strands  
| (for stages 1 – 2 of the California Language Learning Curriculum) | |
| Engineering is Elementary | - All K – 4 Technology content standards |
| English-Language Arts Content Standards for California Public Schools Framework | - All K – 4 English Language Arts content standards strands |
| English Language Development Content Standards for California Public Schools Framework | - All K – 4 English Language Development content standards strands |
| Mathematics Content Standards for California Public Schools Framework | - All K – 4 Mathematics content standards strands |
| Physical Education Model Content Standards for California Public Schools | - All K – 4 Physical Education content standards strands |
Furthermore, to better prepare our students with 21st century skills, an array of online programs have been selected to support instruction. Progress will be monitored in alignment with our KIPP LA and KCCP’s academic goals, through both data provided from the software and online assessments that are created both by the teacher as well as KIPP LA created common assessments. Progress will be communicated to families and students through report cards, progress reports and parent teacher conferences. Some examples are below:

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

**Implementing the Common Core Standards**

KCCP will individually, successfully, and fully implement the Common Core standards. KCCP recognizes the importance of thoughtfully and purposefully implementing the newly adopted Common Core Standards, and the positive impact and potential challenges it will have on our school. To ease the transition, KCCP has created a long-term plan and timeline for incorporation of Common Core over time, including:

- Implementing California Common Core and Next Generation Science standards to drive instruction;
- Incorporating performance tasks to assess Common Core standards in summative assessments;
- Defining criteria for success at each stage of timeline;
- Identifying teacher/instructional support and matching resources; and
- Outlining a technology readiness plan with support from KIPP LA’s technology team.

KCCP first began training its teachers in the Common Core in school year 2012-13 in preparation for implementation in the early grades in 2013-14. In addition to selecting Common Core-aligned curricula and online programs, this included extensive training on differences between the existing California standards and the

<table>
<thead>
<tr>
<th>Framework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual and Performing Arts Content Standards for California Public Schools</td>
<td>- All K – 4 Music and Visual Arts content standards strands</td>
</tr>
<tr>
<td>Framework</td>
<td></td>
</tr>
<tr>
<td>Science Content Standards for California Public Schools Framework</td>
<td>- All K – 4 Science content standards strands</td>
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<tr>
<td>History-Social Science Content Standards for California Public Schools</td>
<td>- All K – 4 Social Studies content standards strands</td>
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Common Core Standards and how to properly prepare our students to succeed on the computer-based assessments. Professional development has included a strategic design and planning process that allowed teachers to dig deeply into the Common Core standards and understand the new levels of complexity. This will better enable our teachers to build unit plans, lesson plans, and assessments based on the standards. Additionally, by previewing the Smarter Balanced Assessment through pilot and practice tests, our teachers have been able to build their assessments to reflect the level of understanding the Common Core expects.

At the beginning of the 2013-14 school year, KCCP’s kindergarten and 1st grades transitioned fully to the Common Core Standards, while 2nd grade made the shift in the middle of the year. In 2014-15, all KCCP’s classrooms have transitioned fully to Common Core Standards. Moving forward, teachers will drive Common Core implementation by executing rigorous lessons that are robust and relevant as determined by the professional development and planning process described above. To fully prepare our students to succeed on the Common Core assessments, our teachers must become better backwards curricula designers; through this process, we will better understand how our students must show mastery and use that information to plan deeper, multi-layered lessons. The Common Core will lead our students to become better critical thinkers and problem solvers, requiring our teachers to be more dynamic. We will continue to train our teachers to implement the Common Core Standards effectively in their classrooms to better provide our students with the depth of knowledge they need to excel academically.

Innovation and Technology
KCCP implements an innovative and evolving rotational blended learning model in math and ELA in kindergarten through fourth grade which provides students with access to rigorous adaptive software programs, engaging independent work, and targeted small group instruction. Students divide into homogeneous groups by skill level and rotate among stations that are targeted to specific standards and informed by recent assessment data and teacher understanding of student needs. Unlike the highly structured rotations at some KIPP LA schools, rotations at KCCP are more ad hoc based on each student’s progress and work. For example, after a mini lesson in a small group, the teacher may assign each student a quick “do now” activity to demonstrate mastery. Each student conferences with the teacher to talk through their “do now.” Once a student has successfully completed the “do now,” the teacher will dismiss him or her to move on to the computer-based software or more independent work. By customizing rotations for each student’s needs, our teachers can ensure that each student is getting the real-time assistance he or she needs and increasing the impact of face-to-face instruction.

As part of the blended learning curriculum, KCCP also administers assessments online to prepare students for the Common Core assessments and ensure that they are comfortable with technology. Online assessments allow teachers to easily access data on student performance and analyze whether their instructional techniques are working for all students.
Additionally, KCCP has empowered its teachers to innovate even further in their classrooms with technology, employing new tools such as EdModo to push out instructional videos and mini-quizzes to students to strengthen foundational skills. KIPP LA’s Innovation team in collaboration with the school site technology lead, will provide professional development on the use of technology in the classroom. Professional development occurs both at the beginning of the year as well as throughout the school year. Teachers have also spent time identifying powerful iPad applications that address specific standards or work particularly well with students who are struggling. By using multiple media for instruction every day, KCCP’s teachers are addressing our students varied learning strengths and preferences.

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

As our students move to higher grades, they will work on developing PowerPoint presentations, Word documents, typing, and other skills that will complement the core content instruction. To meet these learning goals, teachers will develop technology lesson plans aligned to the International Society for Technology in Education technology standards for teachers and students. Technology lessons will be embedded into the core subject curriculum. Technology, will not be a standalone time block in the daily schedule, instead, teachers will develop technology lessons following the KCCP technology scope and sequence to support different subject areas. Providing KCCP 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, KCCP students will learn to type and publish final drafts of their written work using Google documents, become adept at using Internet search engines, and prepare presentations to share their best work with their peers.

**Intervention**

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

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

Enrichment

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

Core Components of Educational Program

English-Language Arts and Writing

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

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

- **Word Study**: Students are provided with intensive instruction in phonics, vocabulary, and spelling.
- **Read Aloud**: The teacher reads a text aloud and involves the students in what is read through
Students acquire and sharpen their listening and comprehension skills through this exercise. The teacher also uses this time to model the application of reading skills.

- **Shared Reading**: The teachers and students work from a common text to study particular reading skills and strategies. Literature choices take into consideration themes across content areas, literature genres, and texts read and discussed at exemplary middle schools. Students also gain considerable exposure to expository texts.

- **Guided Reading**: To meet the individual needs of all students, students spend time in fluid reading groups working on particular reading skills with the teacher. This provides students with enrichment and remedial instruction to ensure each student is a successful reader. This will occur during workshop time while the other students are engaged in workshop stations based on targeted standards.

- **Independent Reading**: There is a time set aside each day for independent reading (also known as Silent Sustained Reading). During independent reading, students will be reading from an individual selection of books at their independent reading level.

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

- **Grammar**: Students will learn and apply standard rules of punctuation, capitalization and English language grammar.

- **Writing**: As a whole group, students will write common texts in order to practice and model types of writing, elements of style and grammar. This is also a good time for teachers to model and reinforce the writing process. Students will work with the teacher collaboratively to create a piece in order to develop and enhance their writing skills.

- **Independent Writing**: Students will spend time daily writing in journals. During this time, students may use their journals for free writing, brainstorming, pre-writing or to practice various writing strategies or conventions.

KCCP will use a Writer’s Workshop model for writing instruction. As an instructional resource and base, teachers will use the 6+1 Trait® writing framework developed by teachers across the country along with the Lucy Calkins Units of Study. Grade levels will follow a school-wide genre scope and sequence as well as grade level standards to ensure that students are becoming strong independent and creative writers as well as master the Common Core State Standards.

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

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

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

**English Language Development**

KCCP will comply with all federal, state, and judicial mandates for English Learners. Given the demographics of the Los Angeles Unified School District, KCCP expects that a significant number of our students will be classified as English Learners. The school is dedicated to providing these students with an exceptional education and transitioning them into English proficiency through the use of the school’s services and teaching methods. All students who are identified as English Learners will take the California English Language Development Test ( CELDT) each year by the end of October. The school also recognizes the importance of valuing students’ native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum, enrichment programs, and life-skills curriculum.

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

Teachers at KCCP will use the English Language Development standards set forth by the California Department of Education, and in alignment with the Common Core State Standards, to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers in alignment with KIPP LA’s and KCCP’s English Learner Master Plan.. All instruction will be in English; however, there may be times when primary language support will be provided to students. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum as well as providing structured, explicit language instruction. Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of students. These
strategies are also effective for English only students, as they implement strong teaching techniques. When teaching using SDAIE strategies, teachers will organize the subject matter so that it is grade level appropriate and cognitively demanding in the core curriculum. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction.

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

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

- Workshop models;
- Cooperative learning;
- Thematic teaching;
- Scaffolding instruction;
- Think/pair/share;
- Kinesthetic activities;
- Books on tape;
- Graphic organizers;
- Pre-teaching vocabulary;
- Labeling items in classrooms and school in different languages;
- Manipulatives;
- Jigsaw;
- Storytelling;
- Using culturally relevant materials;
- Repetition; and
- Modeling.
KCCP seeks to hire faculty who have received CLAD (Cross-Cultural Language Acquisition Design) or BCLAD (Bilingual Cross-cultural Language and Academic Development training and/or hold Bilingual Authorizations.

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

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

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

Mathematics

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

Students at KCCP will benefit from the daily classroom instruction in math as well as Calendar Math meetings (in developmentally-appropriate grades), and workshop time in which students spend time at standards-based stations. Some days these workshops will be homogeneously grouped to target the specific areas of growth, while on others they will be heterogeneously grouped. Homogenous grouping will be fluid and will be used as an intervention strategy for those students needing support. Our math program draws from a variety of resources, including textbooks, critical thinking activities, and math manipulatives. In each grade level students will learn the fundamentals of each math strand including number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning.

KCCP will use grade-level standards to drive instruction in conjunction with Eureka Math for its math program in kindergarten through fourth grade. This curriculum will be used as a tool in ensuring mastery of the Common Core Standards in Mathematics. The teaching staff will begin by creating standards-based pacing guides in the summer and then use the curriculum to support meeting the pacing guide. When necessary, teachers will seek out supplemental resources to ensure mastery of Common Core Mathematics Standards. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed.

Eureka Math provides students and teachers with real-life problem solving activities, allows for balanced instruction to whole-group, small group, partners and individuals, includes multiple methods for basic skills practice, emphasizes communication, and builds an enhanced home/school partnership around mathematics. Math skills will be utilized and reinforced in various content areas at KCCP. For example, math skills will be reinforced in science when students measure temperature in science. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited solely to Math class. Math instruction will happen for about 75 minutes each day.

How will professional development be delivered?

Comienza invites a math expert from the KIPP Foundation to deliver professional development sessions that highlight the shifts to the Common Core in math. These sessions allow everyone on staff to internalize the foci and gain confidence in their lesson planning and execution. After the initial round of professional development, the leadership team conducts math observations to identify trends in structures and instruction, both affirming and adjusting. The observations data helps the leadership team create further professional development sessions tailored to the needs of the school. Furthermore, in terms of planning, all math planners schedule a planning conference with the math coach or the school leader. This planning meeting ensures that the plans are addressing the objective, the depth of knowledge required, and are developmentally appropriate.
Science

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

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

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

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

Social Studies (2-4th grade)

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

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

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

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

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

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

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

**Non-Core Areas of Instruction**

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

**Values-Based Lessons**

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

Values-based lessons will be incorporated into the “Specials” block as well as in other parts of the day such as Morning Meeting, Read Aloud and Closing Circle. In addition to values-based lessons and character-strengthening lessons based on Seligman’s work, teachers will also use an adapted version of the Conflict Resolution from the Responsive Classroom approach. In kindergarten and first grade, the model will closely resemble the Responsive Classroom model. Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate with four key domains: engaging academics, positive community, effective management, and developmental awareness. For grades second through fourth, teachers will adapt the model to ensure students are resolving conflicts using the model as a support rather than a prescriptive method. The purpose of adapting the model in second through fourth grade is to ensure our students have internalized it and can independently be reflective and thoughtful about solving problems in respectful ways that honor their school community members. Teachers will measure students’ development and growth in each value through rubrics and grade level outcomes they will pre-determine at the beginning of each school year during summer professional development. Rubrics will provide teachers, parents and students with a common understanding of how values are linked to developmentally appropriate behaviors at each grade level. Along with rubrics and outcomes, teachers will make
anecdotal notes about each child’s progress in embodying and demonstrating each value. Teachers will use data collected from the rubrics, outcomes and anecdotal notes to score each child on the five values at every quarterly grading period (KCCP has developed standards-based report cards that include a values section) and share student progress with parents during parent/teacher conferences.

**Art**

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

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

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

**Physical Education**

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

The program will be organized in accordance with the California content standards in Physical Education at each grade level which follow these overarching standards:
● Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
● Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
● Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.
● Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
● Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

To address the aforementioned content standards, we will break up the year-by-year Physical Education period into strands: Concepts of Play and Games, Sports (soccer, basketball, and Ultimate Frisbee), Health and Fitness, and Sports (volleyball, softball/T-ball, and paddle ball). As is described in Appendix B, the content standards have been incorporated into the strand that best addresses that particular strand. For example, the first grade standard 1.2, Dribble a ball continuously with one hand, will be addressed during the basketball unit.

Transitional Kindergarten
Charter School shall comply with all applicable requirements regarding 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. If KCCP enrolls students eligible for TK, it will offer a developmentally appropriate program to meet the needs of its students. 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. KCCP 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. It is our goal that many students will leave prepared for first grade.

Academic Calendar and Schedules
KCCP shall offer, at a minimum, the number of minutes of instruction set forth in California Ed. Code 47612.5, and the number of school days required by California Code of Regulations, title 5, section , 11960.

Each year, KCCP will organize its calendar to coincide with most of LAUSD’s draft of the Single Track Instructional Calendar. However, our calendar will not be totally aligned with the District calendar.
Figure 13: Instructional Calendar

KIPP Comienza Community Prep.

<table>
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<tr>
<th>2015-16 Academic Calendar</th>
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<tbody>
<tr>
<td><strong>AUGUST 2015</strong></td>
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<tr>
<td>08/10: School Starts</td>
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<tr>
<td><strong>SEPTEMBER 2015</strong></td>
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<tr>
<td>10/13: KIPP LA PD Day</td>
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<tr>
<td>10/20: School Planning Day</td>
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<tr>
<td><strong>OCTOBER 2015</strong></td>
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<tr>
<td>11/11: No School - Veterans Day</td>
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<tr>
<td>11/26: Thanksgiving Break</td>
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<tr>
<td><strong>NOVEMBER 2015</strong></td>
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<tr>
<td>12/22 - 01/08: Winter Break</td>
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<tr>
<td><strong>DECEMBER 2015</strong></td>
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<tr>
<td>02/13: Presidents Day</td>
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<tr>
<td>02/17: School Planning Day</td>
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<tr>
<td><strong>FEBRUARY 2016</strong></td>
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<tr>
<td>03/29 - 04/02: Spring Break</td>
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<tr>
<td>04/05: School Planning Day</td>
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<tr>
<td>04/26 - 04/30: P/T Conferences</td>
</tr>
<tr>
<td><strong>MARCH 2016</strong></td>
</tr>
<tr>
<td>05/28: Memorial Day</td>
</tr>
<tr>
<td><strong>APRIL 2016</strong></td>
</tr>
<tr>
<td>05/16: Last day of school</td>
</tr>
<tr>
<td><strong>MAY 2016</strong></td>
</tr>
<tr>
<td>06/16: Last day of school</td>
</tr>
<tr>
<td><strong>JUNE 2016</strong></td>
</tr>
</tbody>
</table>

Dismissal Times:
- 4:00 PM: Regular Day
- 1:00 PM: Early Dismissal Day
Figure 14: Instructional Days and Minutes

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Minimum Days</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>Yes</td>
<td>130</td>
<td>495</td>
<td>55</td>
<td>315</td>
<td>185</td>
<td>36000</td>
<td>81675</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>130</td>
<td>495</td>
<td>55</td>
<td>315</td>
<td>185</td>
<td>50400</td>
<td>81675</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>130</td>
<td>495</td>
<td>55</td>
<td>315</td>
<td>185</td>
<td>50400</td>
<td>81675</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
<td>130</td>
<td>495</td>
<td>55</td>
<td>315</td>
<td>185</td>
<td>50400</td>
<td>81675</td>
</tr>
<tr>
<td>4</td>
<td>Yes</td>
<td>130</td>
<td>495</td>
<td>55</td>
<td>315</td>
<td>185</td>
<td>50400</td>
<td>81675</td>
</tr>
</tbody>
</table>

All Students in grades Kindergarten- 4th will receive:

Instruction for at least 81,675 minutes per year:

- 55 Early Dismissal/Professional Development/Parent Teacher Conference Days from 7:45AM - 1:00PM totaling 315 instructional minutes/day
- 130 Regular School Days from 7:45AM-4:00PM totaling 495 instructional minutes/day

Instructional Day

KCCP 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 is created to ensure students have a significant amount of time allocated to phonics and vocabulary, reading, and writing in both whole group and small group formats with time for intervention and support. Students have multiple times to develop their math skills through calendar math, the math block, and also workshop which at times will be dedicated to math standards. Students will also engage in focused blocks of social studies and science that will alternate.

The schedule is also designed to allocate time to art, Spanish, and social studies across all grades to build upon students’ natural talents. 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 are other times like Morning Meeting and Closing Circle. Community-building will be a strong component of every classroom with a daily Morning Meeting and Closing Circle time. Kindergarten will also include a rest time during the day.

To ensure students receive a well-rounded education, they will rotate through blocks of social studies, art, and science in Spanish. This is a normal practice in the overwhelming majority of schools to provide a rich and diverse
learning environment that touch upon the state standards and requirements for these various subject areas. Because these subject areas are not as foundational as reading, math, and writing, students will be in each of these areas for about 40 minutes at a time.

A sample weekly schedule for each grade level are included below:

<table>
<thead>
<tr>
<th>Kindergarten Sample Schedule</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Day</strong></td>
<td><strong>Prep</strong></td>
</tr>
<tr>
<td>7:15-7:30am</td>
<td>Prep</td>
</tr>
<tr>
<td>7:30-7:45am</td>
<td>Family Literacy/ Breakfast</td>
</tr>
<tr>
<td>7:45-8:05am</td>
<td>Morning Meeting/MTP</td>
</tr>
<tr>
<td>8:05-8:35am</td>
<td>Phonics</td>
</tr>
<tr>
<td>8:35-9:35am</td>
<td>Guided Reading Rotations</td>
</tr>
<tr>
<td>9:50-10:05am</td>
<td>Recess</td>
</tr>
<tr>
<td>10:05-10:35am</td>
<td>Math</td>
</tr>
<tr>
<td>10:35-11:30am</td>
<td>Math Rotations</td>
</tr>
<tr>
<td>11:30-11:35am</td>
<td>Naptime Set Up</td>
</tr>
<tr>
<td>11:35-12:25pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:25-12:50pm</td>
<td>Naptime</td>
</tr>
<tr>
<td>12:50-1:10pm</td>
<td>Read Aloud/Shared Reading</td>
</tr>
<tr>
<td>1:10-1:55pm</td>
<td>Reading Comp.</td>
</tr>
<tr>
<td>1:55-2:35pm</td>
<td>Science/social studies</td>
</tr>
<tr>
<td>2:35-3:10pm</td>
<td>Writers Workshop</td>
</tr>
<tr>
<td>3:10-3:25pm</td>
<td>Calendar Math / Vocabulary/ Snack</td>
</tr>
<tr>
<td>3:25-3:55pm</td>
<td>Art/Values/Choice/PE</td>
</tr>
<tr>
<td>3:55-4:00pm</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
## First Grade Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Regular Day</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15-7:30am</td>
<td>Prep</td>
<td>7:15-7:30am</td>
</tr>
<tr>
<td>7:30-7:45am</td>
<td>Family Literacy/Breakfast</td>
<td>7:30-7:45am</td>
</tr>
<tr>
<td>7:45-8:05am</td>
<td>Morning Meeting/MTP</td>
<td>7:45-8:00am</td>
</tr>
<tr>
<td>8:05-8:25am</td>
<td>Math DI</td>
<td>8:00-8:35am Art/science/social studies</td>
</tr>
<tr>
<td>8:25-9:00am</td>
<td>Math Rotations</td>
<td>8:35-9:00am Choice/Vocabulary</td>
</tr>
<tr>
<td>9:20-9:35am</td>
<td>Recess</td>
<td>9:00-10:00am Phonics/Guided Reading</td>
</tr>
<tr>
<td>9:35-10:05am</td>
<td>Phonics DI</td>
<td>10:00-10:20am Recess</td>
</tr>
<tr>
<td>10:05-10:50am</td>
<td>Guided Reading Rotations</td>
<td>10:20-11:00am Reading Comp.</td>
</tr>
<tr>
<td>10:50-11:05am</td>
<td>Fluency</td>
<td>11:00-12:00pm Math</td>
</tr>
<tr>
<td>11:05-11:25am</td>
<td>Vocabulary</td>
<td>12:00-12:40pm Lunch</td>
</tr>
<tr>
<td>11:25-12:05pm</td>
<td>Reading Comp.</td>
<td>12:40-1:00pm Fluency/Values</td>
</tr>
<tr>
<td>12:05-12:45pm</td>
<td>Art/science/social studies</td>
<td></td>
</tr>
<tr>
<td>12:45-1:25pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:25-1:30pm</td>
<td>Mindfulness</td>
<td></td>
</tr>
<tr>
<td>1:30-1:55pm</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>1:55-2:15pm</td>
<td>Read Aloud/Shared Reading</td>
<td></td>
</tr>
<tr>
<td>2:15-2:45pm</td>
<td>Writers Workshop</td>
<td></td>
</tr>
<tr>
<td>2:45-3:25pm</td>
<td>Art/Values/Choice/PE</td>
<td></td>
</tr>
<tr>
<td>3:25-3:50pm</td>
<td>Snack/Lit Workshop</td>
<td></td>
</tr>
<tr>
<td>3:50-4:00pm</td>
<td>Gratitude/Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

## Second Grade Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Regular Day</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20-7:45am</td>
<td>Family Literacy/Breakfast</td>
<td>7:15-7:30am Prep</td>
</tr>
<tr>
<td>7:45-8:05am</td>
<td>Morning Meeting/MTP</td>
<td>7:30-7:45am Family Literacy/Breakfast</td>
</tr>
<tr>
<td>8:05-8:25am</td>
<td>Grammar</td>
<td>7:45-8:00am Morning Meeting/MTP</td>
</tr>
<tr>
<td>8:25-8:55am</td>
<td>Phonics DI</td>
<td>8:00-9:00am Phonics/Guided Reading</td>
</tr>
<tr>
<td>8:55-9:55am</td>
<td>Guided Reading Rotations</td>
<td>9:00-9:15am Recess</td>
</tr>
<tr>
<td>9:55-10:10am</td>
<td>Recess</td>
<td>9:15-9:50am Character</td>
</tr>
<tr>
<td>10:10-11:00am</td>
<td>Read Aloud/Reading Comp</td>
<td>9:50-10:50am Math</td>
</tr>
<tr>
<td>11:00-11:40am</td>
<td>Lunch</td>
<td>10:50-11:30am Lunch</td>
</tr>
<tr>
<td>11:40-11:50am</td>
<td>Mindfulness</td>
<td>11:30-12:20pm Reading Comp./Read Aloud</td>
</tr>
<tr>
<td>11:50-12:10am</td>
<td>Math DI</td>
<td>12:20-12:35pm Vocabulary</td>
</tr>
<tr>
<td>12:10-1:05pm</td>
<td>Math Rotations</td>
<td>12:35-1:05pm Choice</td>
</tr>
<tr>
<td>1:05-1:35pm</td>
<td>Reader's Workshop</td>
<td>1:05-1:10pm Gratitude/Dismissal</td>
</tr>
<tr>
<td>1:35-2:20pm</td>
<td>Art/science/social studies</td>
<td></td>
</tr>
<tr>
<td>2:20-3:05pm</td>
<td>Art/science/social studies</td>
<td></td>
</tr>
<tr>
<td>3:05-3:15pm</td>
<td>Snack</td>
<td></td>
</tr>
<tr>
<td>3:15-3:50pm</td>
<td>Writers Café</td>
<td></td>
</tr>
<tr>
<td>3:50-4:05pm</td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>4:05-4:10pm</td>
<td>Gratitude/Dismissal</td>
<td></td>
</tr>
</tbody>
</table>
KCCP may elect to organize the instructional day with particular teachers focusing on a particular subject. For example in third and fourth grades the students may have one teacher who will teach the students English-Language Arts and social studies and another teacher who will teach math and science.

<table>
<thead>
<tr>
<th>Time</th>
<th>Regular Day</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20-7:45am</td>
<td>Family Literacy/ Breakfast</td>
<td>7:15-7:30am Prep</td>
</tr>
<tr>
<td>7:45-8:05am</td>
<td>Morning Meeting</td>
<td>7:30-7:45am Family Literacy/ Breakfast</td>
</tr>
<tr>
<td>8:05-9:05am</td>
<td>Guided Reading Rotations</td>
<td>7:45-8:00am Morning Meeting/MTP</td>
</tr>
<tr>
<td>9:05-9:20am</td>
<td>Recess</td>
<td>8:00-8:40am Reading Comp.</td>
</tr>
<tr>
<td>9:20-10:15am</td>
<td>Read Aloud/ Reading Comp</td>
<td>8:40-8:55am Recess</td>
</tr>
<tr>
<td>10:15-10:50am</td>
<td>Reader's Workshop / Independent Studies</td>
<td>8:55-9:55am Phonics/Guided Reading</td>
</tr>
<tr>
<td>10:50-11:35am</td>
<td>Art /science/social studies/ PE</td>
<td>9:55-10:30am Character</td>
</tr>
<tr>
<td>11:35-11:50am</td>
<td>Grammar / Independent Studies</td>
<td>10:30-11:40am Math</td>
</tr>
<tr>
<td>11:50-12:30pm</td>
<td>Lunch</td>
<td>11:40-12:20pm Lunch</td>
</tr>
<tr>
<td>12:30-12:40pm</td>
<td>Mindfulness</td>
<td>12:20-12:40pm Independent Studies / Read Aloud</td>
</tr>
<tr>
<td>12:40-1:25pm</td>
<td>Art /science/social studies</td>
<td>12:40-1:10pm Choice</td>
</tr>
<tr>
<td>1:25-1:45pm</td>
<td>Math DI</td>
<td></td>
</tr>
<tr>
<td>1:45-2:45pm</td>
<td>Math Rotations</td>
<td></td>
</tr>
<tr>
<td>2:45-2:55pm</td>
<td>Snack</td>
<td></td>
</tr>
<tr>
<td>2:55-3:25pm</td>
<td>Word Study</td>
<td></td>
</tr>
<tr>
<td>3:25-4:05pm</td>
<td>Writers Café</td>
<td></td>
</tr>
<tr>
<td>4:05-4:10pm</td>
<td>Gratitude/Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Time</th>
<th>Regular Day</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20-7:45am</td>
<td>Family Literacy/ Breakfast</td>
<td>7:15-7:30am Prep</td>
</tr>
<tr>
<td>7:45-8:0am</td>
<td>Advisory</td>
<td>7:30-7:45am Family Literacy/ Breakfast</td>
</tr>
<tr>
<td>8:00-8:20am</td>
<td>Grammar</td>
<td>7:45-8:00am Morning Meeting/MTP</td>
</tr>
<tr>
<td>8:20-8:50am</td>
<td>Word Study</td>
<td>8:00-8:40am Art /science/social studies</td>
</tr>
<tr>
<td>8:50-9:05am</td>
<td>Recess</td>
<td>8:40-9:15am Character</td>
</tr>
<tr>
<td>9:05-9:55am</td>
<td>Reading Comp</td>
<td>9:15-9:30am Recess</td>
</tr>
<tr>
<td>9:55-10:40am</td>
<td>Art /science/social studies</td>
<td>9:30-10:30am Math</td>
</tr>
<tr>
<td>10:40-11:00</td>
<td>Math DI</td>
<td>10:30-11:05am Literature Circles</td>
</tr>
<tr>
<td>11:00-12:05pm</td>
<td>Math Rotations</td>
<td>11:05-11:25am Word Study</td>
</tr>
<tr>
<td>12:05-12:30</td>
<td>Vocabulary/ Choice</td>
<td>11:25-12:05pm Reading Comp.</td>
</tr>
<tr>
<td>12:30-1:10pm</td>
<td>Lunch</td>
<td>12:05-12:20pm Vocabulary/Choice</td>
</tr>
<tr>
<td>1:10-1:20pm</td>
<td>Mindfulness</td>
<td>12:20-1:00pm Lunch</td>
</tr>
<tr>
<td>1:20-2:05</td>
<td>Writer's Cafe</td>
<td>1:00-1:10pm Gratitude/Dismissal</td>
</tr>
<tr>
<td>2:05-2:30pm</td>
<td>Reader's Workshop</td>
<td></td>
</tr>
<tr>
<td>2:30-3:15pm</td>
<td>Literature Circles</td>
<td></td>
</tr>
<tr>
<td>3:15-4:00</td>
<td>Art /science/social studies PE</td>
<td></td>
</tr>
<tr>
<td>4:00-4:10pm</td>
<td>Snack/Dismissal</td>
<td></td>
</tr>
</tbody>
</table>
Professional Development

Our team grounds itself in our mission by beginning and ending each year as a whole staff reflecting on where we are in terms of realizing our mission. We break down each phrase and thoroughly dig into its meaning and reflection in our actions and priorities. Each year the list of “what needs to be improved” has decreased as the list of “what is working well” has grown. Our results would not be possible without a tremendous amount of hard work from our students, parents and teachers. In particular, we credit our hiring and on-going professional development with this success. Figure 15 provides an overview of professional development for the 2013-2014 school year:

Figure 15: Professional Development Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Professional Development Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 25, 2013 – August 30, 2013</td>
<td>See Onboarding and Summer PD Schedule</td>
</tr>
<tr>
<td>September 5, 2013</td>
<td>Grade Level/Department Meetings Ain’t No Mountain High Enough w/CTMs</td>
</tr>
<tr>
<td>September 12, 2013</td>
<td>Grade Level/Department Meetings K-2 STEP Training</td>
</tr>
<tr>
<td>September 19, 2013</td>
<td>Grade Level/Department Meetings DMS Training</td>
</tr>
<tr>
<td>September 20, 2013</td>
<td>Data/Growth Step Back</td>
</tr>
<tr>
<td>September 27, 2013</td>
<td>Grade Level/Department Meetings MSTV Guided Reading PD</td>
</tr>
<tr>
<td>October 3, 2013</td>
<td>Grade Level/Department Meetings Guided Reading PD with Tisha</td>
</tr>
<tr>
<td>October 10, 2013</td>
<td>Grade Level/Department Meetings Differentiated PD [K-1 Long term planning; 2-3 ST Math training; CTMs long term planning]</td>
</tr>
<tr>
<td>October 11, 2013</td>
<td>KLA Regional PD Day</td>
</tr>
<tr>
<td>October 17, 2013</td>
<td>Grade Level/Department Meetings C2 Planning</td>
</tr>
<tr>
<td>October 18, 2013</td>
<td>Data Crunching and C2 Planning</td>
</tr>
<tr>
<td>October 24, 2013</td>
<td>Grade Level/Department Meetings Panning for Gold Part 1 (Using Coaching for Impact Framework)</td>
</tr>
<tr>
<td>October 31, 2013</td>
<td>Early Release for staff</td>
</tr>
<tr>
<td>November 7, 2013</td>
<td>Grade Level/Department Meetings Panning for Gold Part 2 (Using Coaching for Impact Framework)</td>
</tr>
<tr>
<td>November 14, 2013</td>
<td>Grade Level/Department Meetings STEP Training</td>
</tr>
<tr>
<td>November 21, 2013</td>
<td>Grade Level/Department Meetings Winter MAP Plan PD</td>
</tr>
<tr>
<td>December 5, 2013</td>
<td>Grade Level/Department Meetings Math PD with Liz Coughenour</td>
</tr>
<tr>
<td>December 6, 2013</td>
<td>Math PD with Liz Coughenour</td>
</tr>
<tr>
<td>December 12, 2013</td>
<td>Staff Holiday Party</td>
</tr>
<tr>
<td>January 6, 2014</td>
<td>PD Day at the California Endowment</td>
</tr>
<tr>
<td>January 7, 2014</td>
<td>PD Sessions, Intersession Planning, Setting up Classrooms</td>
</tr>
<tr>
<td>January 8, 2014</td>
<td>PD Sessions</td>
</tr>
<tr>
<td>January 9, 2014</td>
<td>PD Sessions</td>
</tr>
<tr>
<td>January 10, 2014</td>
<td>PD Sessions</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>January 16, 2014</td>
<td>Grade Level/Department Meetings</td>
</tr>
<tr>
<td></td>
<td>LP Basics</td>
</tr>
<tr>
<td>January 23, 2014</td>
<td>Grade Level/Department Meetings</td>
</tr>
<tr>
<td></td>
<td>RTI/Behavior Intervention PD</td>
</tr>
<tr>
<td>January 30 – 31, 2014</td>
<td>Staff Retreat and PD in San Francisco</td>
</tr>
<tr>
<td>February 6, 2014</td>
<td>Guided Reading Refresher</td>
</tr>
<tr>
<td></td>
<td>LP Basics</td>
</tr>
<tr>
<td>February 13, 2014</td>
<td>Grade Level/Department Meetings</td>
</tr>
<tr>
<td></td>
<td>LP Basics</td>
</tr>
<tr>
<td>February 20, 2014</td>
<td>Grade Level/Department Meetings</td>
</tr>
<tr>
<td></td>
<td>Barometer Step-Back</td>
</tr>
<tr>
<td></td>
<td>Differentiated PD</td>
</tr>
<tr>
<td>February 21, 2014</td>
<td>Data Crunching and C4 Planning</td>
</tr>
<tr>
<td>February 27, 2014</td>
<td>Grade Level/Department Meetings</td>
</tr>
<tr>
<td></td>
<td>Data Step-Back</td>
</tr>
<tr>
<td>March 6, 2014</td>
<td>STEP Training</td>
</tr>
<tr>
<td>March 10, 2014</td>
<td>Guided Reading PD with Toni</td>
</tr>
<tr>
<td>March 13, 2014</td>
<td>Grade Level/Department Meetings</td>
</tr>
<tr>
<td></td>
<td>Differentiated PD</td>
</tr>
<tr>
<td>March 20, 2014</td>
<td>Grade Level/Department Meetings</td>
</tr>
<tr>
<td></td>
<td>School-Wide Behavior Plan PD</td>
</tr>
<tr>
<td>March 27, 2014</td>
<td>Grade Level/Department Meetings</td>
</tr>
<tr>
<td></td>
<td>Staff Fun</td>
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<tr>
<td>March 28, 2014</td>
<td>KLA Regional PD Day – Common Core Implementation</td>
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<tr>
<td>April 3, 2014</td>
<td>Grade Level/Department Meetings</td>
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<tr>
<td></td>
<td>Differentiated PD</td>
</tr>
<tr>
<td>April 10, 2014</td>
<td>Grade Level/Department Meetings</td>
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<tr>
<td></td>
<td>Differentiated Planning Time</td>
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<tr>
<td>April 11, 2014</td>
<td>Grade Level/Department Meetings</td>
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<tr>
<td></td>
<td>Differentiated Planning Time</td>
</tr>
<tr>
<td>April 24, 2014</td>
<td>Grade Level/Department Meetings</td>
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<tr>
<td></td>
<td>Differentiated PD</td>
</tr>
<tr>
<td>April 25, 2014</td>
<td>Data Crunching and C5 Planning</td>
</tr>
<tr>
<td>April 28, 2014</td>
<td>MAP Training</td>
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<tr>
<td>May 1, 2014</td>
<td>Grade Level/Department Meetings</td>
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<tr>
<td></td>
<td>STEP Training</td>
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<tr>
<td>May 2, 2014</td>
<td>Data Step-Back</td>
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<td>May 5, 2014</td>
<td>Long Term Planning (LTP) Launch Party</td>
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<td>May 6, 2014</td>
<td>Differentiated LTP</td>
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<tr>
<td>May 7, 2014</td>
<td>LTP – Subject Vision Clinic</td>
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<tr>
<td>May 8, 2014</td>
<td>Differentiated LTP</td>
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<tr>
<td></td>
<td>Home Visits</td>
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<td>May 9, 2014</td>
<td>Differentiated LTP</td>
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<tr>
<td>May 12, 2014</td>
<td>LTP – Workplan Clinic</td>
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<tr>
<td>May 13, 2014</td>
<td>LTP – Common Core Matrix Clinic</td>
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<td>May 14, 2014</td>
<td>Differentiated LTP</td>
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<tr>
<td></td>
<td>Home Visits</td>
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<tr>
<td>May 15, 2014</td>
<td>LTP – Content Specific Pacing Guide Clinic</td>
</tr>
<tr>
<td>May 16, 2014</td>
<td>Differentiated LTP</td>
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<tr>
<td>May 19, 2014</td>
<td>Differentiated LTP</td>
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<tr>
<td>May 20, 2014</td>
<td>Differentiated LTP</td>
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Staff Recruitment

Staff selection is one of the most crucial aspects of KCCP’s success. The goal of the process is to find driven candidates and hire staff that exhibit key character strengths as outlined by the KIPP framework for Excellent Teaching, and outstanding past results that will make them successful in delivering our instructional program. Our teachers must have grit and zest, are motivated internally to succeed, and are willing to do whatever it takes to further the success of our students. They must have strong and positive professional recommendations; demonstrate strong connections with students and their families; be team players who are flexible, smart, community service oriented; embody and exemplify the values of the school; and be committed to the vision and mission of KCCP.

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

- **Schools of Education at UCLA, USC, Pepperdine and Loyola Marymount University**: KIPP LA will post job descriptions on local job boards and tap colleagues to source high quality candidates.

- **Teach For America**: KCCP will reach out to the Teach For America Office of Career and Civic Opportunities, which provides many services that assist with finding quality candidates who are mission-aligned with KIPP. For example, the office offers a free web-based job posting and sends out a monthly teaching e-mail blast that reaches over 25,000 Teach For America corps members and alumni which lists featured job opportunities. A posting for KIPP LA Schools will be placed on both of these resources. Further, KCCP will access TFA resume books to seek out quality candidates. KIPP LA Schools will also be represented at career fairs and other similar opportunities to find candidates.

- **Established current contacts**: The School Leader will reach out to colleagues in South and East LA who may know high quality teachers looking for positions. The Founding School Leader will also leverage contacts already developed by KIPP LA Schools.

- **KCCP’s current staff**: The School Leader will reach out to the staff to see if they have any friends or colleagues who are familiar with KIPP who are interested in teaching at the elementary level.

- **Website**: The KCCP website includes the school’s vision, mission, goals, and values as well as information on KIPP such as history, network success, and Five Pillars. Job descriptions will be posted on the KIPP LA Schools website along with contact information and information on how to apply by November 1 of every year.

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

Now that KCCP is in its fifth year of operation, hiring panels are comprised of 5-6 school staff including administrators, teachers, and office staff. In addition, this process will be open to others who will work closely with the candidate. Ideally, the panel will be comprised of a diverse group to gain insight into the candidate’s perceptions and how they interact with and feel about people from different backgrounds.

In cases where the School Leader is unable to visit a candidate’s classroom, for example a candidate who lives out of state, a candidate may submit a video. For non-teaching positions, candidates will complete an online application and pre-interview questions before moving forward to interview with the School Leader, and if needed
interview with a panel. The School Leader will make all final hiring decisions for the instructional and non-instructional staff at the school.

Staff Culture/ Professional Development

One day of each week will be an early dismissal day at KCCP in which the students will dismiss at 1:10pm. On these days, grade level teams will meet from 1:30pm – 2:30pm to reflect on the week, plan for the upcoming week, and analyze student assessments and progress against goals to inform and drive instruction.

Below is a sample grade-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 grade level weaknesses. Share ideas to write and implement great lessons. Collaborate with other teachers who are teaching the same subjects as you. Are there ways to make the planning more efficient?

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

Grade level teams will take detailed minutes of their meetings and submit them to the School Leader, who will read them, comment upon them, and return them to each team member.

On professional development afternoons, teachers will also convene to participate in inquiry-based learning around pedagogy and curriculum. These sessions will be a learner-centered strand of professional development that is focused on augmenting our teaching practice. The instructional team will collectively survey the KCCP instructional goals, scope and sequence, and student data to determine inquiry questions for staff to address. This strand of professional development is meant to increase the capacity of teachers in their instructional and pedagogical depth, as well as their ability to work collaboratively to problem-solve. The School Leader will identify differentiated sessions to ensure everyone is developing and feeling challenged and successful.

In addition, teachers may seek out professional development opportunities such as visiting excellent schools and attending workshops and conferences on areas of their individual growth plans or areas that will strengthen their team. Further, during the ancillary periods, teachers will have the opportunity to observe fellow KCCP 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 staff will become life-long learners.

KCCP also holds staff meetings once a month for at least one hour in place of the inquiry-based learning, following grade level meetings. During staff meetings, teachers will conduct school business, build a stronger sense of community among all the adults working to serve our students, recognize staff members for exemplifying school values, enhance our home-school partnerships, and improve on our approach to developing the whole child. Additionally, as a staff, we assess our commitments to live out our values, follow our community norms and maintain school health through feedback surveys, discussions, and data sharing.

Sample staff meeting agenda:

● Community builder: Staff meetings will open with a 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: Staff will review and analyze teacher and student satisfaction surveys, assess data against goals and commitments, identify strengths, areas of growth and next steps.

● Announcements/Logistics: Staff and leaders will address upcoming events or concerns.

● Shout outs: Staff and leaders will celebrate and recognize team members’ successes.

The School Leader facilitates staff meetings with support from lead teachers, other faculty, and guests with instructional expertise. Each week a staff bulletin will be written with a message from the School Leader, upcoming events and announcements.

KCCP is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development for teachers to help KIPP students excel academically is essential.

Another integral component of professional development at KCCP is the observation-debrief cycle (coaching cycle). The School Leader and Instructional coaches will formally observe teachers. Following the observation, the observer and teacher will discuss student learning based on student data and notes from the observation. Teachers will also be empowered to observe and provide feedback to their colleagues. These observations will allow the School Leader and teachers to notice instructional and cultural trends across the school. This one-on-one professional development will cultivate a profound desire in teachers to continue to improve their craft so their students can achieve.

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

Beyond Los Angeles, KCCP teachers have additional opportunities for sharing and professional development through the national KIPP network. Teachers who are interested in honing their instructional leadership skills can be nominated by the School Leader to participate in one of KIPP’s Leadership Pathways. These six leadership development programs are yearlong opportunities for teachers to strengthen their skill set as instructional leaders and grow personally and professionally, often eventually taking on leadership roles within the school. In addition to KIPP’s Leadership Pathways, the organization also subsidizes KIPP teachers’ subscriptions to Better Lesson, an online platform for sharing lesson plans, long term plans, and other curricular materials. KIPP teachers across the country can easily share with one another materials that have been effective in their classrooms.

**Meeting the Needs of All Students**

**English Learners**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

KCCP will comply with all federal, state and judicial mandates for English Learners. KCCP’s student population I
2013-14 was comprised of 64% English Learners and it is anticipated that its 2014-15 population will be similar to its previous population. KCCP is dedicated to providing English Learners with an exceptional education and transitioning them into English Proficiency through the use of the school’s services and teaching methods. When a student enrolls at KCCP they receive a home language survey. If a parent indicates the student’s primary language is not English they will be identified as an English language learner. All students who are identified as English learners will take the California English Language Development Test (CELDT) each year as required. The school also recognizes the importance of valuing students’ native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum, enrichment programs, and character trait instruction. KCCP will comply with KIPP LA’s English Learner Master Plan.

Based on a substantial research base proving the benefits of a structured English immersion program, KCCP will implement a comprehensive structured immersion program, in every mainstream classroom, for its EL students. It is KCCP’s goal for all of its students to leave the school proficient in the English language, properly reclassified, and with pride and support for their home language.

Teachers at KCCP will use the English Language Development standards set forth by the California Department of Education to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English; however, there may be times when primary language support will be provided to students. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum as well as providing structured, explicit language instruction. Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of students. When using SDAIE strategies, teachers will write lesson plans with an emphasis on ensuring that content is grade level appropriate and within the student’s zone of proximal development. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge.

In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction. Teachers will use the California English Language Development standards along with a forms and functions matrix, and an adapted model of Susana Dutro’s framework which calls for a focused approach on language development, to design lessons that build academic language—both vocabulary and structure, provide fluency or language practice, and push students towards appropriately rigorous language outputs.

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

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

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

- Workshop focused on English Language development skills such as vocabulary development, oral language skills, comprehension skills;
- Small group work to lower the affective filter and target specific areas of growth;
- Using Instructional Assistants to target specific needs;
- Increasing collaborative time to increase the amount of interaction spoken in English;
- Pre-teaching content vocabulary and frontloading concepts;
- Echo reading and choral reading;
- Focusing on the development of Cognitive Academic Language Proficiency (CALP) beyond Basic Interpersonal Communicative Skills (BICS);
- Offering at-home development support;
Beyond the workshop time, teachers use small group morning time to assist students in developing stronger English language skills. In addition, differentiated instruction, based on students’ needs, is implemented throughout the school day. We assess the effectiveness of our EL program in through reading assessments at the end of every cycle and through end of year academic assessments based on reclassification rates and CELDT Criterion passage rates. As Figure 16 shows, of the students in grades two and above 56% met the CELDT Criterion on 2014.

Figure 16: Percentage of Students Meeting CELDT Criterion

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
<th>Total grades 2+</th>
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<tr>
<td>2011</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2012</td>
<td>n/a</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2013</td>
<td>n/a</td>
<td>53%</td>
<td>64%</td>
<td>64%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2014</td>
<td>n/a</td>
<td>51%</td>
<td>40%</td>
<td>78%</td>
<td>54%</td>
<td>56%</td>
</tr>
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To support the English Language development of its English Learners, KCCP hires faculty who have received CLAD (Cross-Cultural Language Acquisition Design) or BCLAD (Bilingual Cross-cultural Language and Academic Development) training and/or hold Bilingual Authorizations.

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), KIPP LA shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

I. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810 of the Education Code:

1. The student must demonstrate English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher.

II. Comparison of the student’s performance in basic skills against an empirically established range of the

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19 KIPP Comienza tracks data of students who meet CELDT Criterion internally.
performance of English proficient students of the same age in basic skills, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Until the California state assessment data becomes available, basic skills criteria for students in grades 3 and above include:

- A student’s score on the nationally norm-referenced NWEA MAP assessment on the Reading tests is considered to be at or above grade level. This score suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification.

- Students with scores at or above the grade level norm on Reading MAP tests should be considered for reclassification.

- For students scoring below the grade level norm, KIPP LA in accordance with criteria set by the school district should attempt to determine whether factors other than English language proficiency are responsible for low performance on the MAP test for Reading and whether it is reasonable to reclassify the student.

- Students in grades K-2 are not eligible for reclassification due to a lack of state approved standardized assessments.

When the California state assessment data becomes available, KIPP LA Schools will no longer use the MAP Reading test as a criterion for reclassification. Instead, the basic skills criteria will include:

- A student’s score on the state assessment for English Language Arts is considered to be at least basic grade level performance. This score suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification.

- Students with scores showing at least basic grade level performance on the state assessment for English Language Arts should be considered for reclassification.

- For students scoring below basic grade level performance, KIPP LA in accordance with criteria set by the school district, should attempt to determine whether factors other than English language proficiency are responsible for low performance on the state assessment for English Language Arts and whether it is reasonable to reclassify the student.

III. Teacher evaluation, including, but not limited to, a review of the pupil’s curriculum mastery:

- KIPP LA teachers will use student academic performance in core subject areas to inform the reclassification process.

- KIPP LA teachers understand and note that incurred deficits in motivation and academic success unrelated
to English language proficiency do not preclude a student from reclassification.

- For 6th-8th Grade only: a grade of C or better in English Language Arts is required for reclassification.

IV. Parental opinion and consultation:

- KIPP LA will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- KIPP LA will provide an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.
- Parents will be provided initial and ongoing scores from the CELDT exam, and other measures of English language proficiency so that they may also track their student’s progress.

KIPP LA will notify parents and guardians of reclassification, update the school and school district records, as well as monitor the student’s progress for two years.

KIPP LA in collaboration with the school district will monitor student performance for at least two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001.

We will monitor progress through CALPADs and for those students who transition to a KIPP LA middle school through our continual monitoring of academic achievement.

KCCP reclassified its first group of students in October 2014 and will subsequently reclassify students on a rolling basis after analyzing the CELDT Criterion passage rates. Based on our newly revised board policy on criterion for reclassification, 44 students were eligible for reclassification. Out of those 44 students, 32 students were successfully redesignated as Reclassification to Fluent English Proficient, giving a 73% resignation rate. This data has been certified and reported to the CDE through the California Longitudinal Pupil Achievement Data System (CALPADs).

Gifted and Talented Students and Students Achieving Above Grade Level

As all students are challenged to reach their intellectual potential within the instructional program, KCCP will not offer a formal, separate gifted and talented program. KCCP will ensure that it understands the varying needs of all students in all subject areas. Throughout the day, the staff may differentiate instruction based upon the individual needs of the students and will push those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil’s capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students. Examples of instructional models that may be employed with gifted and talented students at KCCP are:

- Project-based learning;
• Discovery learning;
• Computer activities;
• Critical thinking skills, or other differentiated approaches that push their thinking and skill level;
• Utilizing higher levels of questioning and thinking skills;
• Ensuring there is a wide variety of materials at different skill levels that engage a wide variety of interests;
• Individual or group inquiry projects;
• Field trips to broaden experience base;
• Ensuring that the curriculum is challenging and not redundant;
• Providing opportunities for students to explore passions; and
• Student-led service-learning.

By using assessment information to monitor students’ progress, teachers will be able to make the necessary modifications and adjustments to best support students. Teachers will utilize workshop time, Instructional Assistants / Apprentice Teachers, as well as differentiated choices for gifted and talented students throughout the day to support them in continual growth. All students at KCCP will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students’ learning profiles and specific talents. The staff will be trained in identifying students who are gifted and talented and ways to best support them.

**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 KCCP may utilize to support students achieving below grade level include:

• Individual, small group, and workshop time targeting specific standards;
• More time to increase learning opportunities, including supplemented day;
• Guided reading groups;
• Scaffolding;
• Pre-teaching;
• Technology supports such as Accelerated Reader;
• Pairing struggling readers with younger readers, so they feel like they are reading books at their level with a purpose;
• Valuing strengths and building self-confidence;
• Recognizing growth;
• Enhancing parent involvement;
● Tutoring and homework support; and
● Using Instructional Assistants / Apprentice Teachers to target specific needs.

If an area of growth for student success becomes evident across a grade level or the 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.

If after implementing the aforementioned instructional support strategies no significant growth is shown, students achieving below grade level may be referred by the teacher or by the parent for a Student Success Team (SST) meeting. In these meetings, the classroom teacher, the parent, the Principal, and the Counselor, and any other relevant party will convene to discuss the child’s strengths and areas of concern. In this meeting, interventions and action steps will be decided upon in order to further assist this child in academic and/or behavioral growth. A follow up meeting will be scheduled to reconvene and discuss the student’s response to these interventions.

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

**Socioeconomically Disadvantaged/Low Income Students**

KCCP, like all of the schools in the KIPP network, seeks to serve a population comprised primarily of students who are socioeconomically disadvantaged. The school’s program is designed to meet the needs of students with this designation and have been created based upon the successful practices currently implemented at KIPP schools across the nation who serve students with similar backgrounds to those KCCP enrolls. To put students on the path to and through college, the mission, vision, and instructional programs of the 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 through enrollment in the Free and Reduced Price Lunch Program. At its core, KCCP believes in high expectations for each of its students regardless of background.

KCCP has designed its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

● More time to increase the learning opportunities and literacy experiences, including supplemental days
● Vocabulary, including anchored word instruction;
● Real life experiences to build schema;
● “College Bound” culture with each classroom named after a college or university;
● Visitors and guest speakers sharing their experiences;
● Working with families to create supportive learning environments at home and increase literacy
experiences;
● Flexibility in meeting times with families;
● Workshop time to support students based on their needs;
● Taking home books to ensure students are reading at home;
● Focusing on the development of phonemic awareness;
● Implementing an asset model;
● Providing opportunities for technology, physical education, and art instruction;
● Field trips and college visits;
● Tutoring and homework support;
● Incorporating technology such as video to build experiences;
● Targeting the interests and personal connections of the learners;
● Using Instructional Assistants and/or Apprentice Teachers to target specific needs;
● Offering service learning to extend experiences and develop the sense of reciprocity;
● Counseling services;
● Parent workshops on topics such as nutrition and ways to support learning at home;
● Meals provided for students.

Students with Disabilities

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

Special Education Program
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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

Modified Consent Decree Requirements

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

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

- **End of Year Suspension**
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  The usual file including District ID.

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

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**Students in Other Subgroups**

KCCP will determine eligibility of students who are either considered foster youth or homeless through the use of CALPADs, discussions with the parent/guardian and observations of the child. Children who are eligible for services may have different needs such as physical needs for uniforms, school supplies or free meals. KCCP will assist parents and or guardians in providing for these items to ensure that the student is able to actively participate in
school. KCCP will consider what barriers to education can be removed and what is in the best interest of each child.

Typical Day
Celeste is a second grade student at KCCP. As students enter the gate this Tuesday morning at 7:20AM, the School Leader shakes each of their hands and greets them by name. Celeste is next to greet Ms. Appleman, she looks up at Ms. Appleman and offers a firm handshake. Celeste’s mother walks her to her classroom and gives her a quick hug goodbye. While the other students eat breakfast in the cafeteria, Celeste finds a book in her classroom library and reads silently until Morning Meeting begins.

At 7:45 AM, Celeste and her fellow students walk over to sit in a circle around the carpet for Morning Meeting. Ms. Chen sits down in the circle as well and one student, Daniel, begins Morning Meeting with the greeting. As Daniel facilitates the class through the Morning Meeting agenda – greeting, sharing, news and announcements, Ms. Chen’s thoughts, and the community game, which today is “Bumps, Stars and Statues” – all students participate and follow along with Daniel’s facilitation.

It’s 8:05AM when the game ends and the Grammar block starts. Students are learning the difference between nouns and proper nouns today. At 8:25AM, the students transition to the rug, where Ms. Chen provides a strongly paced 15-minute phonics review lesson reviewing the long “o” sound spellings. Ms. Chen uses the Core Knowledge phonics lesson and then makes a Tree Map on her whiteboard for the “long o”. Students offer different words that contain the “long o” and they categorize the words. Ms. Chen explains that tomorrow during Independent Work Time, the students will have independent practice with the “long o” during centers and gives a quick closure activity.

After the phonics lesson, the students transition into guided reading. At 8:55am one group of students walks to the round table where Ms. Chen begins a Guided Reading lesson, another group goes to the computers to use the Accelerated Reader program, and the last group sets up carpets along the classroom floor, where they lay down to read independently. Students spend about 20 minutes at each station, rotating when the teacher tells them to.

At 9:55AM the students break for recess. At 10:10AM, Mrs. Klein, another second grade teacher, blows her whistle. All the students on the playground freeze and wait for her to blow the whistle a second time.

After Recess, the class moves to a focused period of building their comprehension skills that begins. Today they are developing the skill of summarizing their reading and the strategy of making predictions in a story about fossils. During the reading comprehension lesson, they read Miss Rumphius to highlight honor, a KCCP school value. Students make predictions to reinforce the skill they worked with today and also to make connections to their own lives and how they exemplify or may work to exemplify the leadership value. Ms. Chen finishes the book just around 10:59AM, giving the class a few minutes to review their times tables before lining up for lunch.

At 11:00AM, the students line up and Ms. Chen walks the class down to the cafeteria where a Parent Volunteer greets them and makes sure they receive their healthy lunch in an orderly manner. The Parent Volunteer stays
with the class as they eat, then walks them out to the playground for recess at **11:30AM**. At the end of lunch, Ms. Chen picks up her straight line of students and walks back to class.

As the class returns to their classroom at **11:50AM**, time for math, Celeste’s favorite subject. Her small group begins at the carpet for a mini-lesson focused on problem solving. In today’s lesson, students develop word problems to illustrate the concept of multiplication. Celeste has created a drawing with seven frogs and is challenging a peer to determine the total number of frog legs. Her partner then shares a story of nine cakes with eight slices each. Celeste works to determine how many slices of cake there are in total. At **12:17PM** her small group transitions to a technology center and then to a differentiated math center to support the focus standards for the week.

At **1:05pm** Ms. Chen calls the students to their tables and has them take out their Reader’s Notebooks to prepare for Reader’s Workshop. Ms. Chen heads to the front of the room and begins the Reader’s Workshop mini-lesson. The lesson lasts about six minutes with the instruction of the skill, guided practice, and a check for understanding.

At **1:35PM**, the class heads outside for P.E. The students line up in their assigned spots along three rows and begin their stretching. The students play until **2:20PM** at which point Ms. Salcido, the Social Studies teacher meets the class outside. They are in two straight lines and look eager to head to the Reflection room for class. Celeste loves Social Studies, especially since they have started a unit on Cesar Chavez, Dolores Huerta, and the Chicano Movement of the 1960s. They complete marking up their narratives and Darren and Mario have the opportunity to share their notes and questions on the document camera before beginning the seminar and then heading back to Ms. Chen’s room at **3:05PM**. From 3:05pm – 3:15pm the class eats a healthy snack!

After snack time, Writer’s Workshop begins. Today, they are writing their drafts of a narrative on the funniest moment of their lives with a focus on word choice. After writing independently, the class participates in Author’s Chair beginning at **3:50PM**, where two students share their writing and the class offers praise and feedback. When Author’s Chair finishes, students put their work away and return to the carpet for their vocabulary instruction from 3:50pm – 4:05pm. It’s **4:05PM**, and they head straight to the carpet for Closing Circle. Ms. Chen and Daniel co-facilitate the Closing Circle meeting. They begin the agenda with appreciations. The class moves through the agenda, resolving conflicts, offering praise and highlighting things they learned today. As the Closing Circle meeting ends, the class chants the school cheer before moving to their file folders to pick up their homework folders that were stuffed during lunch by the two homework monitors. Students pack up their things and quietly wait in line until the class is ready to be led by Ms. Chen out to the gate to meet their parents.
**Element 2/3: Measurable Pupil Outcomes/Method by Which Pupil Progress Toward Outcomes Will Be Measured**

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

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

**Measurable Goals of the Educational Program**


Charter School shall 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.

KCCP is committed to ensuring that all students have the knowledge and skills to be successful in elementary school, middle school, high school, college, and the competitive world beyond. KCCP strives for its students to meet the ambitious standards set by the state in accordance with the Elementary and Secondary Education Act, as reported in achievement measures consistent with the California Assessment of Student Performance and Progress (CAASPP) and other statewide assessment tools. Assessments measure the extent to which all students demonstrate that they have attained skills, knowledge and aptitudes as specified in the charter. KCCP’s goals and objectives for all pupils and sub-groups of pupils in alignment with state priorities are outlined in Figure 10 in Element 1. This also includes school-specific goals and objectives.

KCCP has defined school wide and subgroup outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). Should the California state goals and targets be adjusted, KCCP will adjust its goals and targets to ensure alignment. Each year, KCCP will use data from standardized tests to ensure accountability for the teachers, the grade levels, the administration, and the staff overall, as well as to provide the administration, teachers and parents with additional data to evaluate the effectiveness of the school’s program.

KCCP will pursue the school-wide and subgroup outcome goals detailed in Element 1, as measured by multiple and
varied benchmark assessments that are aligned to all relevant and state and national standards (including the California Assessment of Student Performance and Progress (CAASPP)) and reflect proficiency measures required by the selected assessment(s), as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

KCCP’s mission is to teach the academic skills, cultivate the character traits, provide the learning experiences and forge the community relationships needed for our elementary students to thrive in middle school, high school, college and life. To realize this goal, the staff constantly monitor and measure students’ progress and the effectiveness of the school’s instructional program through a variety of metrics and assessments. KCCP and the KIPP LA Schools Board will monitor the school’s progress towards meeting student goals and outcomes.

Our completed state priorities table in Element I, Figure 10 identifies and describes specific performance targets for all pupils and subgroups.

KCCP will work to ensure that all students will score at Proficient or Advanced levels in ELA and math on the Smarter Balanced Assessment Consortium (SBAC) assessment, the Common Core assessment adopted by the state of California. Third and fourth grade students will participate in the CAASP program by taking the SBAC each spring. Additionally, All students in grades K-4 will take a norm-referenced test such as the Measures of Academic Progress (MAP) in the spring. By assessing the students at these grade levels, the KCCP faculty will be able to monitor individual student growth and mastery of standards. Detailed reports by student and by class will be created to facilitate in-depth analysis and data informed decision-making. Thoroughly analyzing student achievement results will allow the staff to reflect on teaching practices and identify areas of strength and areas of weaknesses to improve in the upcoming years. While the targets of the school use the percentiles as a measure, each student’s Normal Curve Equivalents (NCE) growth will be analyzed.

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

Each year, school-wide MAP, or other norm-referenced equivalent, data will be disaggregated by gender, race, English Learner status, Special Education status, socioeconomic status and other relevant subgroups and analyzed, in order to make any needed adjustments to the instructional program. The school expects students in each sub
group to meet the schools MAP performance goals listed in Element 1. MAP data for individual students is reported to each student’s family. As soon as the data becomes available, the faculty and leadership team carefully examines it. Teaching strategies will be adjusted or enhanced based upon the results for each individual student and class. Any substantial disparities in improvement across subgroups may result in modifications to curriculum, schedule, school staffing, or provision of support services.

KCCP shall adhere to all state testing requirements, including provisions of AB 484 (2013) and any revisions of Education Code that are applicable to charter schools. As established in the previous section, KCCP will utilize diverse assessments that are aligned with the curriculum and instructional program, and compliant with state mandates. These will be administered according to the assessment cycle described within this Element. Further, KCCP affirms that its methods for measuring pupil outcomes for the State Priorities, as described above in this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

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

**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

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

**NWEA Measures of Academic Progress Assessment**

In addition to the state mandated assessments such as the SBAC, all students in grades K-4 will take a norm-referenced test such as the NWEA Measures of Academic Progress (MAP) every spring. This will allow KCCP to assess the progress of students in kindergarten through second grade and provide additional data on students in third and fourth grade. In addition to providing data on student performance relative to grade-level expectations, the MAP also assesses student growth. As a result, KCCP will use the MAP, or norm-referenced equivalent, to determine academic gains and losses with students new to the school within the school year and may be administered at the beginning of the year as well as the end of the year. This data is used to measure student progress, compare progress across schools and grade levels, and assess gains and losses across years and within-
year student gains, all in an effort to improve instructional materials, school-developed assessments, instructional methods and sequencing, and inform professional development based on areas of weaknesses.

Each year, school-wide MAP, or other norm-referenced equivalent, data will be disaggregated by gender, race, English Learner status, Special Education status, socioeconomic status, and other relevant subgroups. The school expects students in each subgroup to meet the schools MAP performance goals listed in Element 1. By assessing students in all grade levels, the KCCP faculty will be able to monitor individual student growth and mastery of standards. Detailed reports by student and by class will be created to facilitate in-depth analysis and data informed decision-making. Thoroughly analyzing student achievement results will allow the staff to reflect on teaching practices and identify areas of strength and areas of weaknesses to improve in the upcoming years. Any substantial disparities in improvement across subgroups may result in modifications to curriculum, schedule, school staffing, or provision of support services. While the targets of the school use the percentiles as a measure, each student’s Normal Curve Equivalents (NCE) growth will also be analyzed. MAP data for individual students is also reported to each student’s family.

During the transition to the SBAC, KCCP has and will continue to rely on data from the MAP assessment to assess student progress on the Common Core State Standards. The MAP is Common Core aligned and provides information on student progress towards those goals as well as a crosswalk aligned with the California Standards Test. Additionally, KCCP has implemented Common Core-aligned internal assessments that contain item types similar to those in the SBAC. Through constant analysis of both MAP and internal assessment data, KCCP has been able to continue to measure student achievement against the rigorous Common Core and SBAC expectations.

KCCP shall adhere to all state testing requirements, including provisions of AB 484 (2013) and any revisions of Education Code that are applicable to charter schools. As established in the previous section, KCCP will utilize diverse assessments that are aligned with the curriculum and instructional program, and compliant with state mandates. These will be administered according to the assessment cycle described within this Element. Further, KCCP affirms that its methods for measuring pupil outcomes for the State Priorities, as described above in this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

**Measuring Pupil Outcomes: Formative Assessments**

**Instructional Cycle and Assessment**
Beginning in Kindergarten, KCCP teachers will use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science will follow an adapted version of this cycle, while Writing will follow Lucy Calkin’s Writer’s Workshop model. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write
about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence. Writing Workshop is designed for use in all grade levels. Each grade level has specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by active writing time. Each workshop ends with a sharing of student work.

Professional development, grade-level planning and 1:1 check-ins between managers and teachers will support the implementation and execution of each of the instructional cycle’s ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery. This framework is meant to provide alignment both across and between grade-levels.

**Figure 17: Instructional Cycle Model**

![Instructional Cycle Model Diagram](image)

Figure 17 shows the ten steps of the KCCP instructional cycle. While the first step will be completed in the summer, the following steps in the cycle will be ongoing.

### Initial Assessments

KCCP administers initial assessments to understand where each of our students is performing at the start of the year. Each fall, students in every grade level will be given initial assessments to determine their performance levels in all subject areas, particularly in English Language Arts and mathematics. For example, students entering kindergarten will be given assessments such as the STEP (Strategic Teaching and Evaluation of Progress) Assessment from the Center for Urban School Improvement (USI) at the University of Chicago to determine their level of phonemic awareness, comprehension and word recognition. In writing, all teachers will administer a grade-level appropriate writing task; every year, the school will use the same genre for the beginning-of-the-year writing assessment. Furthermore, students entering third grade will be given teacher-created assessments and/or performance tasks that employ Smarter Balanced Assessment item type questions to determine individual base line proficiency levels and drive the year’s instruction. Additionally, all students will take the norm-reference
NWEA MAP assessment at the beginning of the year. Finally, teachers will be highly encouraged to administer beginning-of-unit math diagnostic assessments to differentiate and drive instruction.

 Teachers will discuss the data collaboratively to share ideas and effective strategies to drive student achievement. Teachers will also use these 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 progress will be measured against.

**Exit Tickets, Weekly and Bi-weekly Assessments**

Using the initial assessments as a baseline for student groupings and instructional implementation, KCCP also implements a variety of formative assessments including daily exit tickets and weekly or bi-weekly assessments.

During small group rotations in ELA and math, teachers administer exit tickets daily to do a quick check for understand after a lesson. These exit tickets are often performed on a lap-top whiteboard, allowing the student to show the teacher his or her answer and discuss in real time any challenges. When students do not successfully complete an exit ticket, the teacher will direct them to further work on that particular topic either through independent tasks or on adaptive software programs. Teachers may also provide students with access to videos reinforcing a particular topic or set them up with a relevant iPad application. Exit tickets allow teachers to quickly identify and respond to students who are struggling with a finite topic. Additionally, it enables teachers to push accelerated students on to new topics more quickly and efficiently.

In addition to exit tickets, KCCP’s teachers administer weekly or bi-weekly formative assessments. Using the standards-based pacing calendar, teachers create formative assessments to appropriately measure mastery of the topics taught in the previous week or two weeks. All assessments are aligned with California content and Common Core standards, and teachers are encouraged to design rigorous, authentic assessments that mirror performance tasks as designed by the California Assessment of Student Performance and Progress (CAASPP) developers. School Leadership reviews these formative assessments to ensure rigor and alignment.

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

In addition, at grade-level meetings throughout the interim assessment cycles, teachers will continue to discuss their students’ progress in mastering standards, analyze student work, and discuss best practices. Each teacher will receive one-on-one coaching from the school leader or dean, that will, in part, focus on planning, lesson
observation, feedback, and informal assessments as they relate to student outcomes on formative assessments.

Ultimately, these weekly or bi-weekly assessments will help ensure that students receive the instruction and intervention or acceleration they need to be successful on the interim assessments and ultimately, the SBAC. Figure 18, below, shows KCCP’s goals for weekly or bi-weekly assessments.

**Figure 18. KCCP Formative Assessment Goals**

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<tr>
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<th>ELA</th>
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<tbody>
<tr>
<td>Weekly/Bi-weekly</td>
<td>ELA: All students will show proficiency on 90% of standards</td>
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<tr>
<td>Assessments</td>
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<th></th>
<th>Math</th>
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<tbody>
<tr>
<td>Weekly/Bi-weekly</td>
<td>Math: All students will show proficiency on 90% of standards</td>
</tr>
<tr>
<td>Assessments</td>
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**Interim Assessments**

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

One portion of these interim assessments will be teacher-created to ensure that they match the scope and sequence KCCP has defined in both math and literacy. These assessments will be given online to prepare for the SBAC. Online assessments are taken through Illuminate, a student data program. Students have individualized accounts and use iPads and chrome books to log in and complete the multiple choice and constructed response online assessment. This is a collaborative assessment in that the content being covered is a combination of different content areas, including reading comprehension, writing, and Social Studies.

In addition to teacher-created interim assessments, KCCP will also use several literacy interim assessments to assess student progress from kindergarten through the fourth grade. In kindergarten and first grade, we will utilize the STEP assessment. During second grade, we will continue to use the STEP assessment and, for advanced readers, we will use the Fountas and Pinnell Benchmark Assessment System to measure students’ academic growth and needs.

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

To monitor students’ progress in mastery of science and social studies standards, standards-based assessments will be administered throughout the year. In kindergarten and first grade, teachers will administer end-of-unit assessments and/or assign projects to show student learning and attainment of learning goals aligned to state standards. In second through fourth grade, students will take interim assessments focused on the standards they have been exposed to as well as other informal and formal forms assessment tools.

Additionally, in Art, and Social Studies, students complete performance tasks at the end of every unit to assess their learning. A performance task is divided into 2 different phases: phase 1 includes primary sources, research, or passages based on content that is being assessed, while phase 2 asks students to evaluate or create a plan answering a problem or question. Students are often given research tools such as iPads and chrome books to complete this assessment. Students also complete a performance task for core subjects at the end of Cycle 5.

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

As the interim assessment results are the primary driver of informing instruction, they also inform professional development. For example, if there is a weakness in the area of word study school-wide, a teacher who is very strong in this area may be called upon to share with her grade level or the entire team her effective strategies in this instructional area. Also, observations may be arranged for teachers needing support to visit those teachers who are excelling in a certain area. Readings may be selected to target an area of growth in making inferences if it is an area needing improvement. The Principal will also focus observations based on certain areas of growth to provide support to the teachers and drive forward students’ mastery of the standards.

The table below details KCCP’s goals for our five interim assessments.

<table>
<thead>
<tr>
<th>Interim Assessments</th>
<th>ELA: All students will show proficiency on 90% of standards</th>
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<tbody>
<tr>
<td></td>
<td>ELA: 80% at/above Proficient on grade level standards-based interim assessment</td>
</tr>
<tr>
<td></td>
<td>ELA: 30% at/above Advanced on grade level standards-</td>
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<tr>
<td>Assessment in the Non-Core Subjects</td>
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To monitor student progress in technology, grade-levels will start by making big grade-level learning goals based on the scope and sequence. These learning goals will be monitored and tracked through authentic and objective assessments. For example for increasing typing fluency and accuracy, teachers may use a computer-based program for students to practice and then take a typing speed and accuracy quiz on the computer and analyze computer-generated data. To assess a student’s knowledge of the keyboard, a teacher may give students a blank keyboard sheet of paper and have them write in the letters/numbers for each key. Moreover, rubrics will be used to assess such student outcomes such as presentations or web-based research projects.

To ensure students are mastering the content standards for visual arts, all units will have culminating authentic assessments that will be scored against a rubric. These authentic assessments may take the form of an art piece such as a painting that allows students to synthesize the various skills learned over the course of the unit. Additionally, smaller, more frequent assessments in the form of exit slips, multiple-choice quizzes or open-ended questions will be used to determine student knowledge and skills gained on a daily or weekly basis. Assessments will always be linked to showing mastery of standards, following the scope and sequence as well as the grade-level created standards-based pacing guides. Teachers will leave time for differentiated reteach in order to ensure all students acquire the necessary skills and knowledge to be proficient in the content standards for each grade level. These smaller assessments will drive instruction and give both students and teachers feedback on rigor and strength of instruction.

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<tr>
<th>Data Analysis and Reporting</th>
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KIPP LA Schools maintains extensive data on student demographics, performance, and participation in special programs for all schools. These data are stored in our student information system, Illuminate. Illuminate allows
KCCP to collect, analyze, and share data on student performance on formative and summative assessments easily. The KIPP LA Academics Team maintains the database system and ensures confidentiality and security.

As a result of our system through Illuminate, our teachers are able to assess individual student performance, analyze classroom patterns, and target and tailor instruction accordingly. Illuminate stores data using a unique identifier system assigned to each student.

The data in use include:

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

Using Illuminate and the KIPP LA-created student data dashboard, KCCP’s administrators and teachers are able to access student, classroom, and school level data in real time to create student groupings, align instruction with student needs, and reassess scope and sequence as necessary. It allows data to be aggregated by student sub-group, classroom, and grade level. Additionally, Illuminate allows teachers to create and administer assessments and easily collect data on student performance on those assessments, including the interim assessments discussed above. Teachers will discuss and analyze these initial assessment results in depth to determine ways to differentiate instruction based on the needs of the students. Through the use of Illuminate and Tableau, teachers can 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.

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

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

Grading Policy

KCCP will administer grades based upon student’s mastery of the Next Generation Science, California Content, and Common Core standards. Grades will be reported in quarterly school-created report cards on a scale from 1 to 5 corresponding to the performance band levels of grade level standards. A grade of 1 will signify the student is scoring Far Below Basic and 5 will signify the student is scoring Advanced in the designated area. The school-wide values: ganas, honor, reflection and love will also appear on the report card, students will be evaluated with how they are progressing towards values-based outcomes pertaining to their grade level. Figure 20 shows a sample report card.
### Art

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and applying media, technique, and processes</td>
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<tr>
<td>Using knowledge of structures and functions</td>
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<tr>
<td>Choosing and evaluating a range of subject matter, symbols, and ideas</td>
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<tr>
<td>Understanding the visual arts in relation to history and cultures</td>
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<tr>
<td>Reflecting upon and assessing the characteristics and merits of their work and the work of others</td>
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<tr>
<td>Making connections between visual arts and other disciplines</td>
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</tbody>
</table>

### Spanish

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read high frequency words by sight</td>
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<td></td>
</tr>
<tr>
<td>Speak audibly manner and express thoughts, feelings, and ideas clearly</td>
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<tr>
<td>Describe familiar people, places, things, and events and with prompting and support, provide additional detail.</td>
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<tr>
<td>Use words that are phonetically spelled to write about their experiences, stories, people, objects or events.</td>
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<tr>
<td>Associate the long and short sounds with common spellings (guidelines) for the five major vowels</td>
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</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know the changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</td>
<td></td>
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<tr>
<td>Scientific progress is made by asking and developing meaningful questions and conducting careful investigations.</td>
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<tr>
<td>Compare and sort common objects by their physical attribute</td>
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<tr>
<td>Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</td>
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<tr>
<td>Communicate observations orally and through drawings.</td>
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<tr>
<td>Students will learn how to identify the major structures of common plants and animals</td>
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</tr>
</tbody>
</table>

### Values

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honor:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gracious:</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Hard work:</td>
<td></td>
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<tr>
<td>I am a good team player</td>
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<tr>
<td>I offer help when someone needs it</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection: I learn from my mistakes</td>
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<td></td>
<td></td>
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<tr>
<td>Reflection: I make good decisions</td>
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</tbody>
</table>

### Key to Report Card Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Advanced</td>
</tr>
<tr>
<td>4</td>
<td>Proficient</td>
</tr>
<tr>
<td>3</td>
<td>Basic</td>
</tr>
<tr>
<td>2</td>
<td>Below Basic</td>
</tr>
<tr>
<td>1</td>
<td>Far Below Basic</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Yet Taught/Assessed</td>
</tr>
</tbody>
</table>
Promotion and Retention Policies and Procedures

KCCP, like all KIPP LA schools, will follow KIPP LA’s Board Policy on Acceleration and Retention as outlined below:

KCCP expects students to progress through each grade level within one school year. To accomplish this, instruction will accommodate the variety of ways that students earn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

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

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

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

Students who are at risk of retention will have a minimum of two (2) Student Success Team meetings prior to retention. The SST process is described previously in this petition in the section pertaining to intervention. The School Leader or designee will notify the student’s parent or guardian prior to end of 3rd quarter if the student is at risk of retention. Upon the conclusion of the school year, the student’s teacher(s), in consultation with the parent or guardian, shall determine if the student shall be retained. The parent or guardian may appeal the decision to retain the student to the School Leader or designee, who will meet with the parent/guardian and review the decision of the teacher(s). The School Leader’s decision may be appealed to the Executive Director or the Executive Director’s designee.
ELEMENT 4: GOVERNANCE

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

General Provisions

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with applicable federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

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

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

Title IX, Section 504, and Uniform Complaint Procedures

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.
Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

**Responding to Inquiries**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**Notification of the District**

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

**Student Records**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Governance Structure

Legal Structure
The charter applicant for KCCP is KIPP LA Schools, a California nonprofit public benefit corporation. It is the responsibility of KIPP LA Schools to be accountable to the State of California and the Los Angeles Unified School District for the creation and implementation of KCCP. KIPP LA Schools exists to ensure that all KIPP schools, including KCCP, adhere to the proven success of the nationally renowned KIPP school model and to this charter. KIPP LA Schools operates KCCP. KIPP LA Schools is a part of the national KIPP organization. There is no direct reporting structure between KIPP LA Schools and KIPP Foundation, however, all new schools and leaders of those schools must be approved by KIPP Foundation. Further, KIPP Foundation ensures quality of each local KIPP region.

Organization Chart
A single board governs KIPP LA schools by providing leadership, support and oversight of the organization. The Board of Directors is responsible for hiring the Executive Director. All other positions within KIPP LA are hired by KIPP LA’s management team.

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

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

Below is an organizational chart of the KIPP Comienza Community Prep governance structure, including the KIPP LA Schools Board of Directors and the KIPP Comienza Community Prep teaching staff.
Role of Governing Board

The KIPP LA Schools Board will include several standing committees designed to enhance the operation of the board and provide additional oversight. All standing committees hold public meetings in accordance with the Ralph M. Brown Act. KIPP LA has the following standing committees:

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

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

- **Audit.** The Audit committee oversees accounting and financial reporting processes including internal controls, and will retain and oversee the school’s annual fiscal audit.

- **Student Disciplinary Procedures.** The Student Disciplinary Procedures committee oversees the due process for student suspensions and expulsions.

The KIPP LA Schools Board may also use, from time to time, ad hoc committees as well as task forces to help with specific issues or projects including special events, real estate/facilities, etc.
KIPP LA’s leadership team is comprised of the Executive Director who reports to the Board. The Executive Director is responsible for the management and operations of KIPP LA. She/He helps support the Audit Committee, the Governance Committee and the full Board. The Executive Director’s direct reports include:

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

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

- **Chief of Staff (COS).** The COS is responsible for planning, project management and systems rollout, board management and special projects. The COS fills in during leadership vacancies to provide additional management support. The COS helps support the Governance Committee and the full Board.

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

- **Chief of Innovation & Technology (CIT).** The CIT oversees KIPP LA’s technology efforts including core infrastructure, student and teacher device support as well as our online curriculum.
- Chief of Advancement (COA). The COA oversees KIPP LA’s fundraising, marketing, public relations, and volunteer efforts.
- Chief or Real Estate (CORE). The CORE is charged with finding, securing, and developing KIPP LA’s real estate and ensuring that all facilities meet the necessary requirements of a school.
- Director of KIPP Through College (KTC). The KTC Director leads KIPP LA’s alumni support efforts which include high school placement and support, college access, and college retention. KIPP LA currently supports nearly 1,100 alumni in high school and college.

Governing Board Composition and Member Selection

Composition of KIPP LA Schools Board of Directors

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

Please see Tab 7 for a list of KIPP LA Schools board members and their resumes.

Qualifications of KIPP LA Schools Board Members

KIPP LA Schools’ Executive Director will work closely with the Board of Directors to ensure that board members fully support the school’s mission, culture, and goals. The Board will represent a cross section of Los Angeles and will include persons with expertise in real estate, education, management, finance, and law. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

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

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

Board Recruiting and Selection Process

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

1. Board or staff member who knows the prospect will have an initial conversation with the prospect to gauge interest and dedication to KIPP LA’s mission.

2. Cultivation of the prospective Board member. Ensure alignment between the needs and expectations of KIPP LA and the needs and expectations of the individual. This will be achieved by:
   - Investing candidates in the mission of KIPP LA
   - Setting expectations for prospective Board members
   - 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 Executive Director.

4. Board Governance Committee, a committee of the KIPP LA Schools Board, reviews the prospective board member’s qualifications, fit and desire to serve.

5. Executive Director, Chief of Staff, and Board Governance Committee cultivates prospective Board member:
   - Prospective Board member receives information concerning the history and future plans of KIPP LA Schools, including the KIPP LA Schools Board handbook and annual report;
   - Prospective Board member visits one or more KIPP LA schools;
   - Prospective Board member meets with Executive Director;
   - Prospective Board member attends a Board meeting;
   - Prospective Board member interviews with Governance Committee member(s);
   - Prospective Board member meets with member(s) of Governance Committee where requirements and responsibilities of KIPP LA Board are explained and agreed upon;

6. Board Governance Committee presents formal recommendation to the full Board of KIPP LA Schools; Board votes on prospective candidate.

7. Board Chair meets with prospective candidate and extends offer to join KIPP LA Schools Board.

Roles and Responsibilities of KIPP LA Schools Board Members

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

1. Forward the mission of KIPP LA
   a. Understand and support KIPP LA’s mission as a unique community resource in South and East Los Angeles and as a part of the larger KIPP movement;
   b. Serve as ambassadors and advocates for KIPP LA by promoting the mission within your personal
networks and the broader community;

2. Influence strategy
   a. Review and provide feedback on both the short and long term goals and strategic plans of KIPP LA to help the organization further its mission and achieve its vision;
   b. Develop the strength of the board through assessment, recruitment, self-assessment and training;

3. Lead governance
   a. Be an informed and engaged stakeholder, including attendance at Board of Directors meetings and committee meetings;
   b. Understand and comply with the regulatory and legal requirements required of a director of a public agency;
   c. Ensure that KIPP LA complies with state and federal regulations and upholds the mission of the charter;
   d. Approve operational policies that support the mission and goals of KIPP LA;
   e. Review, advise, support and hold accountable the Executive Director of KIPP LA Schools;

4. Oversee administration
   a. Approve the budget and all significant financial commitments over $100,000 or any incurrence of debt, provide fiscal oversight and develop and monitor the organization’s programs and services;
   b. Ensure that KIPP LA is compliant with its internal policies and procedures;
   c. Comply with all meeting requirements and administrative functions as outlined in the charters and bylaws;
   d. Review and understand KIPP LA’s academic performance results as compared with stated goals and similar schools;
   e. Review and approve resolutions, applications and compliance report submittals as necessary to operations;

5. Participate in fundraising
   a. Actively participate in fundraising to ensure that KIPP LA has adequate resources to achieve its goals;

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

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

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

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

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

Governance Procedures and Operations

Meetings of KIPP LA Schools Board of Directors

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

• Publicly post an agenda at least 72 hours prior to all Board meetings in accordance with the Ralph M. Brown Act requirements. Agendas are posted on KIPP LA’s website and is available on the website for each individual school. Additionally the agenda is posted on the main entrance of each individual school and at KIPP LA’s offices;
• Hold all meetings within the boundaries of the LAUSD, preferably at a KIPP LA school or the SST office;
• Set aside time at each meeting 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 Public Records Act.);
• Approved minutes from the previous Board meeting are posted on KIPP LA’s website.

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

**Quorum and Voting**
A majority of the total number of authorized directors shall constitute a quorum for the transaction of business. The vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board, except as provided by Section 5211 of the Nonprofit Corporation Law or these Bylaws. Except as otherwise provided in KIPP LA’s Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

**Abstention Process**
In the case of a Board Member who chooses to abstain from a vote, KIPP LA adheres to the Robert’s Rules 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;
- If a member has a direct personal interest in the matter that amounts to a legal conflict of interest he or she has an obligation to abstain.

In the case of an abstention, the majority needed to pass the motion in question is based on the number of votes cast, not the number of Board Members present.

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

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

- At least a quorum of the legislative body must participate from locations within LAUSD jurisdiction;
• Additional teleconference locations may be made available for the public;
• Each teleconference location must be specifically identified in the notice and agenda of the meeting, including a full address and room number, as may be applicable;
• Agendas must be posted at each teleconference location, even if a hotel room or a residence;
• Each teleconference location must be accessible to the public and have technology, such as a speakerphone, to enable the public to participate;
• The agenda must provide the opportunity for the public to address the legislative body directly at each teleconference location; and
• All votes must be by roll call.

**Stakeholder Involvement**

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

Our collaboration with parents is an indispensable part of our school. We view our parents as partners in the education of their children and seek their input regularly through our Family Leadership Council (FLC). With FLC, parents have the opportunity to be leaders in many of the school’s extracurricular activities (like the winter concert and fundraisers), voice their ideas, attend educational workshops, and learn more about what goes on in our school. The school will also have a School Site Council (SSC) that will meet in conjunction with the FLC and is made up of teachers and parents and led by the school leader, dean, or assistance school leader. We will have equal parts school representatives and parent, community representatives. Each person, except for the school administrator, will be elected by his or her peers to serve on the SSC. The SSC main responsibilities will be to review the school’s LEA plan. We also dedicate a significant amount of time to parent education. Parent education covers several topics including how to best help their children succeed academically, to informing parents of the programmatic and funding requirements our school complies with. Teachers hold morning or afternoon office hours to support and train parents. In addition, we hold Back to School Night, Literacy Night, Math Night, Standardized testing Night, Art Night, and College Readiness Night.

At Comienza, we also invite our families to participate in Morning Literacy daily. During this 20 minute period, parents can be seen leading different centers, such as sight-words review, read-aloud, or helping students who are stuck on their morning work. Parents are helping the entire classroom community, not just their child. The objective is two fold; we want parents to take ownership of the education all children are receiving and students to understand that their parents are also their teachers. While doing this, we build a strong sense of community,
collaboration, and internalize the “we are all in this together” mentality.

In terms of receiving and incorporating feedback from parents, at the end of the Family Leadership Council and SSC meetings we spend time listening to concerns and feedback. The school leader and/or admin designee, listens, responds or follows up directly with the impacted stakeholders. This also may be done 1:1 with families or via whole school communication through School Messenger or the Weekly Parent Bulletin. We also encourage families to provide feedback on the educational program during our academic workshops, with their individual teachers or during Parent –Teacher Conferences.

Members of the Board of Directors of KIPP LA Schools work closely with KIPP LA Senior Leadership to help support all KIPP LA Schools. They demonstrate their dedication to KIPP LA’s mission and students by championing the organization in the community and lending their professional expertise to development and operational matters. The Board provides thorough and rigorous financial and operational oversight of the organization in order to ensure compliance and long-term sustainability.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Employee Positions and Qualifications

KCCP’s leadership team is led by a School Leader who reports to the Managing Director of Schools. The Managing Director of Schools reports to the Chief Academic Officer. The School Leader is charged with running the school and overseeing all aspects of the school from academic achievement to operational compliance to family engagement.

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

Figure 23: KCCP Staff Positions and Reporting Relationships
KCCP employs four lead classroom teachers at every grade level. Kindergarten through 3rd grade have an apprentice teacher that helps support students in their specific grade level, in addition to a co-teacher for phonics and guided reading. KCCP’s blended learning model allows for students to receive all instruction in English language arts and mathematics in small groups ranging from six to 15 students depending on the needs of the learners in the group.

**Employee Positions and Qualifications**

**Leadership Responsibilities and Qualifications**

<table>
<thead>
<tr>
<th>SCHOOL LEADER</th>
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<tbody>
<tr>
<td>The School Leader is responsible for the overall academic program and management of the school. S/He is the primary person responsible for keeping the school focused on realizing its mission, adhering to the five pillars – high expectations, choice and commitment, more time, power to lead and focus on results—enhancing the school’s culture and upholding its values. The School Leader’s chief responsibility is to support, guide, and develop teachers in their pursuit of teaching excellence. Duties include, but are not limited to, the following:</td>
</tr>
<tr>
<td><strong>1. Student Performance</strong></td>
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<tr>
<td>▪ Set and enforce rigorous standards for student achievement that are in line with the goals of KIPP LA Schools.</td>
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<tr>
<td>▪ Ensure the academic program meets or exceeds yearly student outcome goals as defined by KIPP LA Schools and measured by the CAASPP and MAP.</td>
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<tr>
<td><strong>2. Organizational Leadership</strong></td>
</tr>
<tr>
<td>▪ Develop organizational goals and objectives consistent with the mission and values of KIPP Academy of Opportunity and KIPP LA Schools.</td>
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<tr>
<td>▪ Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the school and the region.</td>
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<tr>
<td>▪ Create a culture of excellence, team work and collaboration amongst the staff, teachers, students and families</td>
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<tr>
<td>▪ Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.</td>
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<tr>
<td>▪ Oversee all programs, services, and activities to ensure that program objectives are met.</td>
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<tr>
<td>▪ Ensure compliance with funding sources, KIPP National, KIPP LA Schools, the State of California, The Federal Government, the County of Los Angeles and the Los Angeles Unified School District.</td>
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<tr>
<td>▪ Manage student recruitment and enrollment process to ensure that the school achieves its targeted enrollment projections.</td>
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<tr>
<td>▪ Ensure the safety and security of all students, staff, visitors, and public and private property.</td>
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<tr>
<td>▪ Ensure an orderly learning environment.</td>
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<tr>
<td>▪ Ensure appropriate standards of student behavior, performance, and attendance.</td>
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<tr>
<td>▪ Address any disciplinary issues fairly and immediately.</td>
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<tr>
<td><strong>3. Instructional Leadership</strong></td>
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<tr>
<td>▪ Manage, evaluate and develop a team of teachers.</td>
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<tr>
<td>▪ Work with teachers to constantly assess and improve student achievement results.</td>
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<tr>
<td>▪ Ensure use of effective, research-based teaching methodologies and practices.</td>
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<tr>
<td>▪ Implement data-driven instruction and lead discussions about student performance.</td>
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<tr>
<td>▪ Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.</td>
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<tr>
<td>▪ Keep abreast of successful instructional methodologies and practices.</td>
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<tr>
<td>▪ Provide high quality curricular training and resources to staff.</td>
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<tr>
<td>▪ Ensure consistencies in instruction and practice amongst team of teachers.</td>
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</tbody>
</table>
• Foster culture of professionalism among teachers and staff.
• Ensure learning environment and classroom instruction maximizes student learning.
• Monitor progress of all students.
• Supervise and mentor all teachers.

4. Operational Leadership
• Develop a budget development with the assistance KIPP LA Schools Executive Director and Finance/Accounting Team that meets targeted requirements.
• Oversee routine facilities maintenance.
• Oversee management of school records and resources as necessary.
• Participate in fund raising activities, as requested, to ensure adequate resources for KIPP Academy of Opportunity and KIPP LA Schools.
• Ensure compliance of local, state, and federal laws and regulations and court orders.

5. Personnel
• Recruit, select, and hire school staff, including teachers and school-based support staff.
• Continually monitor progress on all measures of school and staff performance.
• Administer KIPP LA Schools approved personnel policies and procedures.
• Ensure legal hiring and termination procedures in collaboration with the School Support Center staff.
• Oversee any and all disciplinary actions.
• Provide for adequate supervision, training, and evaluation of all staff and volunteers.
• Communicate the vision that supports the school’s goals and values.
• Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence.

6. Community Relations
• Serve as liaison between teachers, parents, and the community.
• Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the KIPP LA Schools team and a dedicated role model for other employees.

Qualifications
• BA required; MA preferred.
• Valid teaching credential required.
• Administrative credential or current enrollment in an administrative credentialing program required.
• Minimum of three years of successful, full-time, lead teaching experience required
• Minimum of two years of administrative or leadership experience in a school setting required
• Demonstrated success working with students from educationally underserved areas
• Self-aware with a strong commitment to continuous learning
• Strong written and oral communication skills
• Sense of humor
• Unquestioned integrity and commitment to the mission and values of KIPP LA Schools

Assistant School Leader
The Assistant School Leader is a leadership position at KIPP Comienza Community Prep. While exemplifying the KIPP Comienza Community Prep school values, the Assistant School Leader will work in conjunction with the school leader to invest a team of mission-driven educators in the instructional vision for the grade level and execute the necessary components to meet this vision.

These components will include:
• Setting high, but achievable standards for student achievement,
• Coaching and managing teaching performance,
- Analyzing student data and facilitating next steps to ensure continued achievement,
- Managing family partnership and involvement; and
- Overseeing grade-level culture and discipline.

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

**Provide leadership**
- Set performance and developmental goals with coaches and measure progress towards those goals
- Provide coaching to the 1st and 2nd grade level Lead Teachers (weekly/biweekly) so that teachers meet their developmental and performance goals
- Oversee the After School Program and manage the ASP Lead so that ASP meets its developmental and performance goals
- Lead Professional Development to increase the quality of math instruction at KCCP
- Manage staff absences and coverage plans (Google Doc, Swipclock, staff calendar)
- Lead the school when the School Leader is not present

**Communicate effectively with staff and the Instructional Leadership Team**
- Attend regular 03s with the School Leader
- Proactively communicate successes and challenges to the School Leader and the Leadership Team
- Proactively communicate with the Ops Team
- Proactively communicate expectations to the staff in staff meetings, Monday Messages and individual conversations. (You see it, you say it)
- Facilitate a space for crucial conversations to ensure a positive team culture

**Uphold school-wide systems and routines**
- Hold 1st and 2nd GLC accountable to inputting homework scores in KCCP’s Homework Tracker
- Hold 1st and 2nd GLC accountable to inputting STEP, Writing IA, Math and RTI data into respective trackers
- Hold 1st and 2nd GLC accountable to deliverables from Staff Professional Development if a member is absent
- Organize school-wide testing for math instruction and communicate with Instructional Leadership Team regarding implementation
- Hold 3rd and 4th grade teachers accountable to KCCP’s Behavior Support Plan and to individualized behavior support plans.
- Manage 1st and 2nd grade office referrals

**Skills & Qualifications**
- Bachelor’s Degree *(required)*; Master’s Degree *(preferred)*
- A minimum of 3-5 years teaching experience, preferably in a low-income school with demonstrated exemplary student results
- Excellent organizational, planning, and implementation skills
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Relentless results-orientation
- Ability to communicate and interact effectively with multiple constituencies
- Excellent written, communication, and presentation skills
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook
- Initiative, leadership, and tenacity;
- Detail-oriented team player
- Cursory knowledge of the laws, rules, procedures, and programs specifically related to the operation of charter schools.
  - Comfort with working in a fast-paced, entrepreneurial environment and for a non-profit.
  - Unquestioned integrity and commitment to the KIPP LA’s vision, mission, values and community

Grade Level Lead
As a leader at KIPP Comienza Community Prep, Grade Level Leads (GLL) use the KIPP Leadership Competency Model to guide his/her work. We believe that with an undying belief in all students, strong and genuine relationships with adults and students, systems of high accountability, and a focus on results, all kids will go to and through college.

An effective KIPP Comienza Community Prep Grade Level Lead is responsible for driving the results of the grade level and building relationships with the team. They do so in order to Prove the Possible for our students. They are student-focused, and all decisions they make are in the best interest of students. The GLL acts as liaison between school administration and the grade level team.

The GLL works with their team to set ambitious goals for students that are based off of prior student performance in years past. Once these goals are set, the GLL is responsible for investing and supporting each member on his/her grade level to meet these goals consistently. The GLL will be evaluated against the team’s success in meeting each of their functional goals. In addition to student achievement goals, each GLL will have staff satisfaction and retention goals, and other goals aligned with annual school priorities.

Grade Level Lead Profile
- Exceptional teacher with effective classroom management and culture.
- Student achievement performance is in the top 15% of the school. *If this is not the case, grade level lead role may be reassigned to ensure focus on instruction.*
- Exemplifies a no excuses mentality. Understands what is in their locus of control and is solutions oriented.
- Has a track record of meeting all deadlines and prioritizing effectively.
- Models excellence for the team. Has a strong work ethic, timely follow through, and quality of work is always exemplary. Knows that by modeling these things, the team will develop a growth mindset about how they can improve as teachers and leaders.
- Clearly communicates status and suggests solutions to school leader. Transparent and manages expectations with all stakeholders.
Primary Purpose
Reporting to the School Leader, Grade Level Leads (GLL) are responsible for three main areas: (1) Driving student achievement results toward rigorous collective goals; (2) Ensuring all grade-level logistics and structures are in order to operate as a unified team; (3) Developing a culture of strong, genuine teamwork and leading the cultural vision for the grade level.

Student Achievement
*Grade Level Lead will be evaluated against the grade level’s data, not just their own classroom data*
- Creates a data driven, results driven culture among the team
- Holds weekly Data Analysis meetings on Mondays (during lunch) in which he/she drives the analysis of the team’s data. The GLL presents the data in a way that is clear and accessible to all teammates (in the form of a data roll up), and creates systems that all teammates use for re-teach and review
- Reports weekly results to administration team
- Checks in with team on how their re-teach is going and ensures that standards are being spiraled back into assessments when students haven’t met their goals. At the end of the cycle, the GLL creates a review and testing schedule to ensure that all standards are reviewed and all testing is complete. Compiles the data roll up for interim assessments and comes up with the team’s vitals for the following cycle
- Continuously works to improve the practices of the grade level. Uses research to find more effective instructional practices that will benefit the team and students. If it is a grade level that is not founding, strives to take the curriculum from good to great, constantly offering suggestions and advice to the team about how to improve instructionally

Team Structures
- Communicates with the School Leader and Assistant School Leaders when team has a question that needs to be answered, or when the team needs support to meet their weekly academic goals
- Serves as a project manager for team by breaking down major projects into manageable next steps, communicating the work plan and responsibilities, and setting up support systems that may be needed.
- Clear and timely communication with the team and other staff
- Responds quickly to needs and follows up when team must produce something
- Ensures a culture of open communication exists where all voices are heard
- Leads team meetings, ensuring that the team meets for at least 90 minutes per week
- Calls for additional team meetings when necessary to best meet needs of the students
- Sets up accountability systems to ensure that the team is meeting the deadlines they need to meet in order for students to meet their academic goals. These systems might be calendar invites, reminder communication, one on one check-ins, or grade level meetings

Grade Level Culture
- Identifies and establishes cultural goals with the team for students, parents, and team
- Observes other classrooms regularly in order to align expectations across classrooms
- Facilitates the planning of culture building meetings (families, teachers, students) in order to build a strong grade level culture
- Organizes and leads family night meetings when necessary to proactively plan support systems for students (academically or behaviorally)
- Works with teachers who need extra support around behavior and culture
- Addresses team members when team dynamics or culture is impacted
A KCCP Grade Level Lead demonstrates the following competencies:

Prove the Possible- Student Focus

- **HIGH EXPECTATIONS.** Expresses high expectations for all students, and expresses belief in their potential to complete college and succeed in life.

- **STUDENT BEST INTERESTS.** Seeks to understand the needs and motivations of students, and makes decisions with student best interests and needs in mind. Expects teammates and employees to do the same.

- **COMMITMENTS.** Keeps commitments made to students and ensures that others do the same.

- **RESPECT.** Establishes and maintains a culture where students are treated with respect.

- **RELATIONSHIPS.** Establishes and maintains strong relationships with students, and ensures employees do the same.

Drive Results- Achievement Orientation

- **CHALLENGING GOALS.** Demonstrates high expectations by setting challenging goals for him or herself and others.

- **INITIATIVE.** Takes initiative, going above and beyond typical expectations of a teacher and making necessary sacrifices to achieve exceptional results.

- **FOLLOW THROUGH.** Follows through on commitments and promises with an appropriate sense of urgency.

- **RESILIENCE.** Demonstrates tenacity, persevering through significant challenges to reach goals. Supports perseverance in others.

- **FLEXIBILITY.** Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes.

- **FOCUS ON RESULTS.** Focuses upon results and how they are achieved. Does not confuse effort with results.

Drive Results- Continuous Learning

- **LEARNING.** Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same.

- **RISK TAKING.** Takes calculated risks and teaches others to do the same.

- **DATA-BASED IMPROVEMENTS.** Uses data to accurately assess areas for improvement and teaches others to do the same.

- **RESEARCH.** Uses research to inform practices.

- **IMPROVEMENT.** Continuously and humbly seeks opportunities for personal and organizational improvement. Proactively solicits and willingly accepts assistance.

- **INNOVATION.** Values and encourages creative and innovative ideas.

- **SHARING.** Promotes and contributes to a culture of sharing effective practices within the organization and school.
Drive Results - Planning and Execution

- **BACKWARD PLANNING.** Methodically backward plans to achieve short- and long-term goals.
- **RESOURCES.** Accurately scopes and secures resources needed to accomplish projects.
- **PRIORITIZING.** Manages time and resources effectively, prioritizing efforts according to organizational goals.
- **ACCOUNTABILITY.** Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.
- **CONTINGENCY PLANS.** Proactively develops contingency plans in advance of potential or unforeseen circumstances.

Build Relationships - Stakeholder Management

- **DEVELOPING RELATIONSHIPS.** Develops mutually beneficial relationships and partnerships based upon trust, respect, and achievement of common goals.
- **TRUST.** Gains the trust of key stakeholders by active listening and seeking to understand their views and needs.
- **RESPECT & APPRECIATION.** Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, being available and responsive to their needs.

Build Relationships - Communication

- **LISTENING.** Listens attentively. Seeks to understand other’s point of view and confirms understanding.
- **SYSTEMS.** Establishes and/or uses communication systems that proactively engage key stakeholders, and rely upon a variety of appropriate channels.
- **WRITING.** Writes clearly, concisely and persuasively. Uses correct grammar, vocabulary and a tone that is appropriate to the message and audience.
- **SPEAKING.** Speaks in a compelling and articulate manner, adapting communication content and style to different audiences and venues.

**BUSINESS OPERATIONS MANAGER**

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

**Essential Functions**
• **Team Management:** Manages all operations staff at the school-site; sets goals for operations team and leads/supports team members toward both performance and developmental goals through regular check-ins and the implementation of KIPP LA performance management systems; works and collaborates with the broader KIPP LA operations community, including other school business operations managers, to help drive operational best practices across our schools;

• **Finance and Purchasing:** On-site arm of the Finance & Accounting Staff, with responsibility for timely vendor and purchase order submissions, effective implementation of financial policies, and assistance to the School Leader in oversight and control of school expenditures;

• **Student Information and Reporting:** Manages the student information system; attendance reporting; generates report cards, progress reports, and schedules; and coordinates with KIPP LA’s School Support Center with regard to all data analysis and reporting; Ensures confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;

• **Facilities:** Manages and oversees the upkeep of the school’s facilities and coordinates with the School Support Center to implement school facility projects; Manages maintenance, janitorial and pest control services and vendor relationships; Develops and maintain facility maintenance plans and schedules;

• **Nutrition Program:** Manages the School Nutrition Program and implements processes and procedures that result in high quality and cost effective food services; Submits meal reimbursement claims, coordinate with food vendor, and ensures compliance with applicable laws and regulations;

• **Trip Planning and Event Coordination:** Plans and coordinates logistics for school events and activities as needed, including, Saturday school, parent meetings, concerts, special ceremonies, fundraising and field lessons;

• **Compliance:** Coordinates with the School Support Center to ensure that compliance requirements and reports are completed on time;

• Other duties as assigned.

**Qualifications and Desired Characteristics**

- A Bachelors degree from an accredited college or university required
- Masters degree preferred
- Minimum 2 years of professional experience, 4 preferred with at least one year of managing others or multiple large scale projects
- Spanish language skills is a plus
- Prior school or nonprofit experience preferred
- Strong analytical, critical thinking and problem solving skills
- Excellent project management and planning skills, ability to handle multiple priorities
- Excellent written and verbal communication skills
- Flexibility and willingness to tackle simple, as well as complex tasks
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Detail oriented and focused on results
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students
- Highly proficient in Microsoft Excel, PowerPoint, and Word
- Ability to work in a windows and Mac environment
- Experience managing data
- The ability to work autonomously
- Demonstrated initiative, leadership, and tenacity

- Strong commitment and passion for KIPP LA’s mission and values.
## Classified Staff Responsibilities and Qualifications

### BILINGUAL OFFICE ASSOCIATE

The Bilingual Office Associate or Bilingual Office Manager ensures that the school office effectively serves and supports students, parents, and school staff. S/he reports to the School Leader or School Business Operations Manager. The Bilingual Office Associate’s/Office Manager’s duties and responsibilities include:

#### Student Information & Data
- Manages and maintains Illuminate, KIPP LA’s student information system;
- Maintains student records in accordance with federal and school-based policies, as well as audit guidelines;
- Monitors records verification of incoming students, prepares transcripts for current students, and prepares withdrawal forms for transferring students;
- Ensures confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;
- Supports annual new student recruitment, lottery, and enrollment processes; and
- Supports school data submissions, such as CALPADS.

#### Attendance
- Ensures the accuracy of students’ daily attendance, as well as medical, tardy, and early leave logs; and
- Prepares monthly attendance reports.

#### Office Operations
- Organizes, secures, and maintains a pristine office space and environment;
- Directs phone calls and guests warmly and professionally;
- Types, translates, and distributes school correspondence including but not limited to: letters, memos, and weekly bulletins;
- Assists with coordinating travel arrangements, field trips, and other student and school-wide events;
- Assists in ordering, purchasing, receiving, and organizing materials;
- Supports all school-based communication systems; and
- Distributes all incoming mail.

#### Student and Family Relations
- Attends to student needs and injuries;
- Welcomes and attends to prospective and current families;
- Upholds and maintains a positive, nurturing, achievement-oriented school culture;
- Seeks and implements feedback from stakeholders (parents, peers, manager, etc.) and offers feedback in an honest, respectful and timely way; and
- Builds relationships with families to keep them well-informed and support their needs.

#### Other
- Supports the School Business Operations Manager in meeting school-wide operations goals;
- Supports the School Nutrition Program;
- Works relentlessly to meet development and functional goals;
- Exemplifies school values, operates under school-wide expectations and upholds the Commitment to Excellence; and
- Other duties as assigned by the School Leader or School Business Operations Manager.
Qualifications and Desired Characteristics
- Both oral and written proficiency in Spanish required;
- BA required;
- Prior school and/or nonprofit administrative experience preferred;
- Strong working knowledge of Microsoft Excel and Word;
- Experience with managing and entering data;
- Excellent communication skills, both oral and written;
- Excellent organizational, planning and implementation skills;
- Detail-oriented team player willing to roll up sleeves and get the job done;
- Ability to manage ambiguity and multiple priorities inherent in entrepreneurial environments;
- Ability to establish relationships and communicate effectively with multiple constituencies;
- Reflective and able to execute in an efficient and effective manner; and
- Unquestioned commitment to KIPP LA’s mission.

Instructional Aide
The Instructional Assistant (IA) will support the School Leader, school staff, and classroom teachers in upholding the mission, instructional vision, and commitment to excellence of KIPP Empower. The IA will have some duties in the classroom to support instruction and will also have out-of-classroom responsibilities.

The Instructional Assistant reports to and is evaluated by the School Leader. The duties and responsibilities of the IA include the following:

- Support classroom instruction to ensure that California state standards are being met as well as the KCCP college-ready standards, including those that develop effective communication skills, vocabulary, and cross-curricular knowledge.
  - Use cognitive empathy to see the learning experience through the eyes of the student, thereby planning for periodic checks for understanding and monitoring the engagement level of students constantly.
  - Build positive and trusting relationships with students and their families.
  - Assist with transitions, student breakfast, lunch, and recess.
  - Perform clerical duties as needed by the Principal.
  - Relentlessly assess student progress in the development of the students’ academic and character skills, as well as their personal habits.

Requirements and Qualifications
- Associate’s Degree or completion of two years of schooling toward a Bachelor’s Degree from an accredited institution of higher learning.
- Flexibility and an understanding that our school is a start-up that is “building the airplane as we fly it.”
- Goal-oriented approach and ability to instill a goal-oriented approach within students.
- Ability to work in a fast-paced, entrepreneurial environment.
- Tenacity and a willingness to do whatever it takes to achieve KCCP’s vision.
- Respect for team members and the communities we serve.
- Unquestioned integrity and commitment to KCCP’s mission.
- Sense of humor.
**SCHOOL AND LUNCH AIDE**
The Operations Aide ensures that the school nutrition program at KIPP Comienza Community Prep runs smoothly and safely and assists with other operational needs of the school. S/he reports to the School Business Operations Manager.

**The Operations Aide’s duties and responsibilities include:**
- Set up breakfast and/or lunch area daily, including distributing meals to students (no cooking or food preparation required) and following all required procedures;
- Set up and take down play equipment and materials;
- Provide opportunities for students to play organized games during recess;
- Support and supervise students to resolve conflicts independently using KIPP Comienza Community Prep language and routines;
- Supervise students as they eat and play;
- Assist with lunch clean-up;
- Assist with breakfast clean-up in classrooms;
- Uphold all values and expectations while supervising students;
- Communicate with teachers and staff regarding students’ behavior; and
- Other duties as assigned.

**Qualifications and Desired Characteristics:**
- High school diploma preferred;
- Strong organizational and interpersonal skills;
- Ability to manage large groups of young children and communicate with them in a nurturing, patient, and loving manner;
- Unquestioned integrity and commitment to KIPP Comienza Community Prep and its values; and
- Bi-lingual speaker (Spanish and English) is preferred.

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**AFTER SCHOOL PROGRAM INSTRUCTOR**
After School Instructors will provide academic assistance, enrichment, recreation, and visual/performing arts programming to students. The After School Instructor reports to the After School Site Coordinator.

**Direct Service**
- Provide academic assistance, intervention support, and recreational programming within small student groups and in whole class settings;
- Develop, create and implement academic, recreational, and enrichment activities;
- Supervise assigned students to ensure that students are safe and the program operates in an organized and effective manner;
- Support and aid classroom teachers as assigned;
- Assist with event planning;

**Data Collection & Reporting**
- Maintain daily attendance records;
- Enter accurate and timely attendance data into data management system;
- Ensure timely completion and submission of all relevant data including early release forms, evaluations from students, and progress data as requested;
- Report on student progress and behavior

**Training**
- Attend weekly or bi-weekly staff meetings/trainings;
- Participate in trainings offered by school site and regional office;
- Attend all required meetings
**Time Commitment**
- Commit to a regular shift
- After school programs are implemented Monday-Friday 1:00 – 6:30 pm

**Qualifications**
- Minimum of AA degree or two years of coursework at an institution of higher learning required
- Prior experience working with groups of elementary or middle school students in an academic or recreational setting strongly preferred
- Ability to lead groups of students in activities while placing a high priority on safety
- Ability to work independently and with a team
- Ability to work effectively with teachers, parents, and students
- Creativity and sense of humor
- Positive energy and the ability to be a strong role model for students
- Reliable transportation or transportation plan
- Ability to plan, design and implement lesson plans
- Bilingual a plus (English/Spanish)
- Unquestioned integrity and commitment to the mission of KIPP LA Schools

**Teacher Responsibilities and Qualifications**

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

**Duties & Responsibilities include:**
- 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
- Contribute to the design of a rigorous curriculum that includes the school’s standards as well as the California State Content Standards and Common Core standards
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Model and teach the values of the KIPP LA school and uphold the Commitment to Excellence
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students’ academic achievement and conduct
- Value and draw upon students’ experiences and backgrounds
- Develop and administer a variety of assessments to measure students’ growth towards goals and monitor student mastery of the content standards
- Analyze informal and formal student assessment results and use this information to drive and inform instruction
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
Arrive at school no later than one half hour before school starts and leave one half hour after school concludes on weekdays
Adhere to school policies, procedures, and deadlines
Strive to exceed standards on KIPP Framework for Excellence in Teaching
Perform other duties as assigned

Requirements & Qualifications
Possession of a valid internship, preliminary, or clear California teaching credential
Possession of a Bachelor’s Degree from an accredited institution of higher learning
Preferred two years of successful, full-time, lead teaching experience required
Demonstrated success working with students from educationally underserved areas
Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate; a Cross-cultural, Language and Academic Development (CLAD) certificate; a Bilingual Certificate of Competence (BCC); or a Language Development Specialist (LDS) certificate
Bilingual ability in Spanish is desirable

Instructional Coach

The instructional coach role is an instructional staff position at KIPP Comienza Community Prep. While exemplifying the KIPP Comienza school values - courage, ganas, honor and reflection, the instructional coach will provide instructional support and coaching to KCCP teachers as they work to ensure that each student is able to reach their academic potential. The instructional coach’s primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. The instructional coach is responsible for four main areas: 1) observing instructional delivery and providing feedback to enhance and support the development of teachers 2) supporting teachers in the design of units and lessons for the development of their year long curriculum, 3) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and 4) working with the academic staff (grade level chairs, assistant school leaders, school leader) to support sharing of best practices.

Key components of this job include:
- Providing comprehensive instructional coaching across all subjects;
- Planning and delivering small group professional development sessions and whole staff sessions when necessary;
- Observing classroom instruction and providing comprehensive analysis and feedback, as well as offering strategies for improved instructional delivery;
- Supporting the development of curriculum, using the backward design model and advising on scope and sequences based on essential content knowledge that addresses Common Core standards;
- Providing expert advice on improving and enhancing individual lessons and units. This will include, but is not limited to reviewing and providing feedback on lesson plans, unit plans, and assessments;
- Planning for math and literacy intervention and small group instruction (and executing these lessons when needed);
- Cultivating a standards-based, data and results-oriented culture;
- Collaborating with school leader and direct managers in determining appropriate resources and support for teachers; and
- Making recommendations on best practices for supporting curriculum alignment across all grade levels.
Like other instructional team members, the instructional coach will develop a Reflection and Development Plan that includes functional goals based on student achievement and developmental goals aligned with our school-based competency model. In order to meet goals, the instructional coach will participate in weekly check-ins with their direct manager and drive personal development both at KIPP Comienza and within the national KIPP network.

School responsibilities.
- Must be on campus during on-duty hours from 7:15AM – 4:30PM Monday through Friday, unless otherwise noted;
- Builds family and community relationships through home visits;
- Supports the constant learning of students in other learning spaces on and off-campus;
- Exemplifies school values, operates under school-wide norms and expectations;
- Upholds the Commitment to Excellence;
- Seeks and implements feedback from stakeholders (parents, direct reports, manager, etc.) and offers feedback in an honest, respectful and timely way;
- Provide teacher coverage when necessary;
- Works relentlessly to meet development and functional goals; and
- Other duties as assigned.

At least annually, the instructional coach will participate in step backs and long term planning that may adjust scope of roles and responsibilities.

Qualifications and desired characteristics.
- BA/BS and MA/MS required;
- Possession of a valid preliminary or other credential authorizing service as an elementary teacher issued by the California Commission on Teacher credentialing;
- Bilingual in English and Spanish preferred;
- 3 years+ of successful full-time teaching experience serving a similar student population;
- Experience in analyzing data and using results to modify curricula;
- Knowledge of and experience with backwards designed curricular models;
- Significant experience with instructional methodology;
- Experience leading adults in the development of curricula;
- Excellent organizational, planning and implementation skills;
- Ability to manage ambiguity and multiple priorities inherent in entrepreneurial environments;
- Relentless results-orientation and strong sense of purpose;
- Ability to establish relationships and communicate effectively with multiple constituencies;
- Reflective and able to execute in an efficient and effective manner with managers, peers and support personnel; and
- Unquestioned integrity and commitment to the KIPP Comienza Community Prep vision, mission and values.

Essential competencies.
- Student-Focus
- Cultural Competence
- Self-Awareness
- Continuous Learning
- Critical Thinking and Problem Solving
- Achievement Orientation
- Decision Making
- Instructional Leadership
INTERVENTION TEACHER

The Intervention Teacher plans, implements, and reflects upon instruction in the assigned areas in order to realize the mission of the school. The Intervention Teacher will collaborate closely with grade level teachers to plan and deliver targeted instruction to small groups of students in a pull-out setting and occasional push-in setting. 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 school’s mission; and developing in all students positive character habits centered around the school’s values. KIPP LA teachers report to and are evaluated by the School Leader. The duties and responsibilities of the Intervention Teacher include:

- 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
- Teach phonics and intensive reading recovery strategies
- Contribute to the design of a rigorous curriculum that includes the school’s standards as well as the California State Content Standards and Common Core Standards.
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Model and teach the values of the KIPP LA school and uphold the Commitment to Excellence
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students’ academic achievement and conduct
- Value and draw upon students’ experiences and backgrounds
- Develop and administer a variety of assessments to measure students’ growth towards goals and monitor student mastery of the content standards
- Analyze informal and formal student assessment results and use this information to drive and inform instruction
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
- Arrive at school no later than one half hour before school starts and leave one half hour after school concludes on weekdays
- Adhere to school policies, procedures, and deadlines
- Strive to exceed standards on California Standards of Teaching Profession
- Perform other duties as assigned

Skills & Qualifications

- Possession of a valid internship, preliminary, or clear multiple subject California teaching credential
- Possession of a Bachelor’s Degree from an accredited institution of higher learning
- Minimum of three years of successful, full-time, lead teaching experience required
- Demonstrated success working with students from educationally underserved areas and leading them to success on the CAASPP
- Experience teaching at a high-performing California public charter school preferred
- Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate; a Cross-cultural, Language and Academic Development (CLAD) certificate; a Bilingual Certificate of Competence (BCC); or a Language Development Specialist (LDS) certificate
- Bilingual ability in Spanish is preferred

SPECIAL EDUCATION COORDINATOR
The Special Education Coordinator will provide leadership and professional development to drive the special education program at assigned sites and within the regional special education team, and ensure compliance to established policies, procedures and/or regulations. S/he will report to the Director of Special Education.

The Special Education Coordinator must:

- Case-manage all IEPs at assigned sites and be responsible for all IEP development, including IEP meeting coordination and facilitation.
- Develop related goals and objectives and recommend policies, planning, and implementation by working with school staff to meet the needs of students with special needs.
- Serve as a resource for information regarding special education services, programs and policies and ensure that procedures are appropriate in relation to policies required by region, district, state and federal regulatory requirements.
- Analyze data, plan activities, monitor programs/services, respond to others and consult with teachers, administrators and KIPP regional staff.
- Address other duties and processes required to maintain the region’s program of services and compliance for assigned sites.

Essential Functions:

The Special Education Coordinator’s responsibilities will include, but are not limited to:

1. Maintain knowledge of current Special Education regulations and best practices
2. Support general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with IEPs
3. Support implementation of accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time
4. Analyze assessment results to drive instruction and IEP development
5. Develop and assist with appropriate behavior management techniques for students with special needs
6. Coordinate progress report completion in accordance with district guidelines
7. Train Special Education Instructional Assistants, as assigned
8. Mentor Resource Specialists at assigned sites
9. Develop IEPs in accordance with federal, state and district standards
10. Create and maintain Special Education documentation as required by federal, state and district regulations
11. Manage IEPs in district’s Welligent program
12. Ensure IEP timeline compliance of assigned caseload
13. Complete weekly KIPP internal reporting documents for assigned sites
14. Administer formal academic assessments
15. Analyze and report on results of academic assessments
16. Write academic reports for Initial and Triennial IEPs
17. Manage relationships with outside vendors to ensure students receive all individually-prescribed IEPs services (i.e. Occupational Therapy, Language and Speech, etc.)
18. Coordinate formal assessments for related services with KIPP providers and outside vendors
19. Schedule and facilitate IEP meetings in a collaborative and professional manner
20. Provide direct services to students with special needs, as needed and assigned by DSE
21. Develop positive relationships with parents and families in order to engage them in the IEP process and keep them apprised of student progress
22. Influence the RTI and SST process
23. Provide special education program leadership at assigned sites
24. Manage and/or assist with the development of 504 plans at assigned sites
25. Develop and provide ongoing professional development for general and special education staff and administrators
26. Collaborate with Los Angeles Unified School District (LAUSD) and DSE to explore the full continuum of services
27. Assist in the preparation of Informal Dispute Resolution, mediation and due process material
28. Other duties/projects as assigned by the DSE

**Training and Experience:** Possession of a Bachelors Degree from an accredited institution of higher learning and appropriate, valid California credentials for Level I or Level II Education Specialist (Mild/Moderate) credential with Autism Authorization.
- Demonstrated success teaching students from educationally-underserved areas
- Two years of successful and demonstrated case management skills required
- Four years of successful, full-time teaching experience in Special Education preferred

**Qualifications and Desired Characteristics**
- Knowledge of LAUSD special education policy preferred
- Knowledge of computer-based IEP programs
- Possession of Welligent preferred
- Knowledge of either BCLAD or CLAD certification highly desirable
- Excellent organizational, planning, and implementation skills
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Relentlessly results-oriented
- Ability to communicate and interact effectively with multiple constituencies
- Excellent written, communication and presentation skills
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook
- Initiative, leadership and tenacity
- Ability to stay positive through challenges
- Detail-oriented team player willing to roll up sleeves and get the job done
- Unquestioned integrity and commitment to KIPP LA Schools mission

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**SCHOOL PSYCHOLOGIST**
The School Psychologist of KIPP LA Schools provides a full range of school psychological services to children grades K-8 throughout KIPP Los Angeles’ schools. Duties include screening and assessment, individual and group counseling, and work with outside agencies as appropriate. The School Psychologist will also be an integral member of the Individualized Education Plan (IEP) team to determine student’s eligibility for special education services, appropriate programming, and suggest strategies and supports for educational, academic, and behavioral needs. S/he will report to the Director of Special Education. His/her responsibilities include:

- Provide individual and group services to children that emphasize improved educational performance and/or conduct.
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations.
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans.
- Collaborate with school staff around RTI and intervention implementation, Student Study Team meetings, and KIPP Los Angeles wide Crisis planning.
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child.
- Maintain appropriate data on students, including present levels of performance and intervention strategies.
• Establish and monitor necessary caseloads, work with schools and other staff to plan assessments/assessment plans and meetings. Submit records, reports, and assignments promptly and efficiently.
• Manage, conduct and support special education teachers with Functional Behavior Assessments and Behavior Support Plans.

Requirements and Qualifications
• School Psychologist or Pupil Personnel Services Credential required
• Bachelors or Masters in teaching preferred
• Demonstrated commitment to students and learning
• Experience with students grades K-8
• Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
• Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
• Ability to work as a part of a team
• Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
• Deals with obstacles and constraints positively
• Experience in a start-up environment or proven outcomes launching a new program.
• Articulate, professional demeanor with strong self-confidence and initiative.
• Self-starter comfortable in an entrepreneurial, start-up environment.
• Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and tasks
• Demonstrated flexibility, creativity, and a resourceful and collaborative working style
• A sense of humor
• Unquestioned commitment to KIPP LA’s mission and values
• Spanish/English bilingual and experience working with Latino families preferred

Resource Specialist Program Teacher
The Resource Specialist Program (RSP) Teacher will provide individualized instruction and support to students with special needs at one or more of our elementary and middle schools.

S/he will dually report to the Director of Special Education and the School Leader(s).

Essential Functions
• Provide individualized instruction and support to students with special needs;
• Support general education teachers and administrators to implement appropriate strategies to meet the needs of student with IEPs;
• Manage compliance of accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time;
• Provide accommodated testing conditions for classroom and standardized testing;
• Administer informal academic assessments;
• Administer formal academic assessments (if needed);
• Analyze assessment results to drive and inform instruction and IEP development;
• Develop and implement appropriate behavior management techniques for students with special needs;
• Ensure student achievement and progress towards IEP goals;
• Complete progress reports in accordance with district guidelines;
• Collaborate with Special Education Instructional Assistants to meet the individual needs of student(s);
• Provide information on student baseline and progress;
• Write present levels based on LAUSD guidelines;
• Create and maintain Special Education documentation as required by federal state and district regulations;
• Manage IEPs and service trackers in Welligent;
• Ensure IEP timeline compliance of assigned caseload;
• Collaborate and develop relationships with outside providers to ensure students receive all prescribed services in their IEPs (i.e. Occupational Therapy, Language and Speech, etc.);
• Attend and present information regarding student progress in IEP meetings in a collaborative and professional manner;
• Develop positive relationships with parents and families to engage them in the IEP process;
• Participate in parent conferences of students on assigned caseload;
• Influence the RTI process and participate in SST meetings (if needed);
• Assist in the implementation of 504 plans (if needed);
• Assist with the development and provision of ongoing professional development for general and Special Education staff;
• Maintain knowledge of current Special Education regulations and best practices; and
• Other duties/projects assigned by Director of Special Education.

Qualifications and Desired Characteristics
• Possession of a valid internship, Level I or Level II Education Specialist (Mild/Moderate) credential;
• Possession of a Bachelors Degree from an accredited institution of higher learning;
• Demonstrated success teaching students from educationally underserved areas;
• Two years of successful, full time teaching experience in Special Education preferred;
• Possession of either BCLAD or CLAD certification is highly desirable;
• Excellent organizational, planning, and implementation skills;
• Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;
• Relentless results-orientation;
• Ability to communicate and interact effectively with multiple constituencies;
• Excellent written, communication and presentation skills;
• High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook;
• Initiative, leadership and tenacity;
• Able to stay positive through challenges;
• Detail-oriented team player willing to roll up sleeves and get the job done;
• Unquestioned integrity and commitment to KIPP LA Schools Mission and Community.

SPEECH AND LANGUAGE PATHOLOGIST
The Speech and Language Service Pathologist (SLSP) will provide speech and language therapy for students in grades K-8 at all KIPP LA school sites. S/he will focus on developing students’ oral communication skills to support their ability to access their educational program. S/he will report to the Director of Special Education.

Primary responsibilities include:
• Provide direct treatment to students under the supervision of a Speech and Language Pathologist;
• Develop and implement educationally-based IEP communication goals using a variety of service delivery models to support the classroom curriculum;
• Conduct speech and language screenings;
● Follow and implement treatment plans;
● Document student progress towards meeting established goals and objectives;
● Conduct formal assessments;
● Participate in IEP meetings of students on assigned caseload;
● Collaborate with teachers to ensure that students meet the goals outlined in their IEPs;
● Provide individualized classroom strategies to facilitate specific communication skills;
● Communicate with families of students on assigned caseload regarding progress toward IEP goals;
● Participate as a member of the regional Special Education team; and
● Manage special projects as they relate to Special Education.

Qualifications
● Bachelor’s Degree from an accredited institution of higher learning;
● Have completed or currently be enrolled in a Board-approved speech and language program;
● Must meet all requirements for a registered Speech and Language Pathology, Clinical Fellowship or Waiver; will consider licensed Speech and Language Assistant
● Minimum of 1 year of experience working with students in a school setting;
● Demonstrated results working with students;
● Knowledge of IEP present levels and goal-writing;
● Knowledge of formal assessments preferred;
● Knowledge of LAUSD procedures preferred;
● Ability to work independently with minimal oversight;
● Flexible and able to adapt to different school settings, procedures, and staffs;
● Able to travel to multiple school sites across South and East Los Angeles;
● Excellent organizational and communication skills;
● Professional demeanor; and
● Bilingual English/Spanish preferred.

INTERVENTION COACH

The overarching goal of KIPP Comienza Community Prep. Academy Intervention Coach is to lead KCCP to meet its instructional and cultural goals.

Intervention Coach Responsibilities
In order to maintain the above listed characteristics, the Intervention Coach responsibilities include, but are not limited to, the following:

Provide leadership
● Set performance and developmental goals with coachees and measure progress towards those goals
● Provide coaching to the Intervention and Specials Teachers (weekly/biweekly) so that teachers meet their developmental and performance goals
● Lead Professional Development to norm tiering practices, Tier 2 and 3 academic and behavioral interventions and assist the AP in providing conceptual math instruction
● Lead the school when the School Leader, Assistant Principal, and Dean are not present

Communicate effectively with staff and the Instructional Leadership Team
● Attend regular O3s with the School Leader
● Proactively communicate successes and challenges to the School Leader and the Leadership Team
● Proactively communicate with the Ops Team
● Proactively communicate expectations to the staff in staff meetings, Monday Messages and
individual conversations. (You see it, you say it)
• Facilitate a space for crucial conversations to ensure a positive team culture

Uphold school-wide systems and routines
• Oversee the implementation of the RTI program
• Facilitate ASWL meetings and document all on-going interventions for Tier 2 and Tier 3
• Manage Kindergarten office referrals

Qualifications and desired characteristics.
• BA/BS required; MA/MS preferred
• Possession of a valid preliminary or other credential issued by the California Commission on Teacher credentialing
• 3 years+ of successful full-time teaching experience serving a similar student population
• Experience in analyzing data and using results to modify curricula;
• Knowledge of and experience with backwards designed curricular models
• Significant experience with instructional methodology
• Experience leading adults in the development of curricula
• Excellent organizational, planning and implementation skills
• Ability to manage ambiguity and multiple priorities inherent in entrepreneurial environments
• Relentless results-orientation and strong sense of purpose
• Ability to establish relationships and communicate effectively with multiple constituencies
• Reflective and able to execute in an efficient and effective manner with managers, peers and support personnel

Unquestioned integrity and commitment to the KIPP LA’s vision, mission, values and community

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

ESEA/NCLB and Credentialing Requirements
Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

Custodian of Records

The Director of Human Capital and the Human Resources Generalist will serve as the custodian of records for KIPP LA Schools.

Promoting Health and Wellness

KIPP Comienza Prep will ensure that the school is a safe and healthy environment for teaching and learning. All faculty and staff of KIPP Comienza Community Prep will undergo a criminal background check. KIPP Comienza Prep will ensure that all students and staff provide records documenting immunizations to the same extent that is required for all public schools within the Los Angeles Unified School District and in EC44237. In particular, staff shall honor the Los Angeles Unified School District’s requirements for periodic tuberculosis tests every four years using the Mantoux tuberculosis test. KIPP Comienza Community Prep will require its employees to be examined for tuberculosis in the manner described in Education Code section 49406. New hires will have current TB clearances within 60 days of hire.

KCCP will promote health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. KCCP is committed to serving the needs of the whole child this includes providing healthy food. KCCP utilizes Revolution Foods, a leading provider of high quality food, as its food service provider. KCCP provides a healthy breakfast, lunch and snack for its students. Revolution Foods exceeds the requirements of the Healthy, Hunger Free Kids Act. Specifically foods and snacks offered include whole grains, low fat dairy, fruits, vegetables and proteins as their main ingredients. They are also lower in fat, sugar and sodium and provide more of the nutrients our students need.

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

Finally, KCCP provides a rigorous physical education program designed to help our students stay healthy and active. As described above, our students participate in physical education twice a week. Additionally, our students have access to a play area during recess.
Health, Safety and Emergency Plan

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and blood borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Immunization and Health Screening Requirements

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

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

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.”
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Cal. Ed. Code §47605(b)(5)(G).

Outreach to Achieve Racial and Ethnic Balance

KCCP will partner with KIPP LA School’s 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 will be designed to ensure that outreach is targeted towards racially and ethnically diverse underserved students in KCCP’s surrounding communities. During the interest and enrollment periods, KCCP will ensure it provides relevant enrollment information to inquiring families through its website, telephone hotline, and by assisting families in person, via email or over the phone as they navigate the recruitment process and requirements.

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

- Enlisting support from current KIPP LA families to provide referrals, conducting open houses, providing information about enrollment at Los Angeles-wide education exhibitions, community events, resource fairs, and public housing development council meetings
- Targeting the siblings of current KCCP and KIPP LA middle school students to enroll in KCCP. These students and families already know the expectations and culture of KIPP and could become a base for further student recruitment.
- Connecting with pre-kindergarten 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 KCCP geared towards student recruitment.
- Targeting community events and community organizations to build relationships and spread information about KCCP, 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 KCCP.
- Walking the community and knocking on doors to distribute information about KCCP. Being visible in the community is also essential so that community members meet the KCCP School Leader and begin understanding the mission of the school.
- Developing a coordinated and multi-faceted marketing campaign along with tactic aligned collateral to reach families and spread information about KCCP. This may include newspaper, bus and radio ads as well as flyers, posters, and postcards mailed to surrounding communities.
- Providing lottery interest form access online for families to expand KCCP’s applicant pool.

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

Recruitment materials and outreach information will be available in both English and Spanish to best spread the word to the community of South Los Angeles. Those conducting outreach and recruitment will speak the language used by families and community members. Recruitment materials will include information about KCCP (e.g. the mission statement of the school, pictures of KIPP students, information about the KIPP network of schools, and contact information for KCCP) in both English and Spanish. KCCP’s website is linked to the KIPP LA Schools website and provides extensive information about the 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.

Recruiting students from the immediately surrounding community will ensure that KCCP maintains the required racial and ethnic balance. The community surrounding our site at 8566 S. Figueroa Street 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 KCCP, students and families will learn from each other to respect different viewpoints and find commonalities in all people. KCCP is committed to ensuring that all students and families involved with our recruitment and outreach process feel welcome and respected. This will create the foundation for a thriving school Team & Family.

**Court Ordered Integration**

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. *(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.
The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.
**ELEMENT 8: ADMISSION REQUIREMENTS**


**Admission Requirements**

KCCP is a free public school open to all residents of the State of California. KCCP will not discriminate on the basis of race, ethnicity, religion, gender, gender identity, gender expression, national origin, sexual orientation, or disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. KCCP will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). KCCP accepts and understands obligations to comply with all laws establishing minimum age for public school attendance. KCCP will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

**Student Recruitment**

Recruitment of incoming students will begin in September each year and will conclude in the last day of January. Outreach plans to achieve racial and ethnic balances outlined in Element 7 will be adhered to during the enrollment period. During the enrollment period, KCCP recruit heavily from the immediately surrounding community and provide interested families with opportunities to meet with the school’s staff to learn more about the school’s academic program, schedule, and expectations. Due to the racial, ethnic, and socio-economic make up the community immediately surrounding our site in Huntington Park. KCCP will recruit from a population of primarily socio-economically disadvantaged and traditionally underserved students.

**Lottery Preferences & Procedures**

KCCP will implement the following admissions process, including an interest period, 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 KCCP’s website and in hard copy at the KCCP office. Additionally, this information will be distributed, as appropriate, during the recruitment efforts described above.

**Admission Preferences**

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

- Students whose address of residence lies within the published boundaries of the District.
- Siblings of students currently enrolled at KCCP.
- Children of KIPP LA regular employees (as long as that number does not exceed 10% of the student population)

Students currently attending KCCP are exempt from the lottery per 47505 (d)2(b).
Interest Period

All interest forms (applications to enroll) submitted during the interest period (open enrollment period), which begins November 3, 2014 and ends January 30, 2015 will be collected and recorded in KCCP’s enrollment system. A copy of all interest forms is maintained. Interest forms request minimal student information 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 KCCP’s website prior to the opening of the interest period. If the number of interest form received exceeds the capacity of a grade level, a date will be set to hold a public random drawing (lottery) to assure all applicants an equal chance of gaining admission. The date of the lottery is also made public on KCCP’s website. The lottery will occur on February 10, 2015.

The date and time of the lottery, if needed, will be set and publicized through both KCCP’s website as well as through communication to each family providing an interest form. KCCP will seek to find a date and time for the lottery that is reasonable and convenient for the majority of KCCP’s interested parents. If required to conduct a lottery, KCCP will do so in a location that is open to the public and ensure that the proceedings are transparent and fair. KCCP will seek a location either in or near the school facility and in a space large enough to ensure all interested parties may observe the lottery. Parents are not required to be present at the lottery to gain admission. An uninterested party will be charged with conducting the lottery process, and a lawyer will attend to audit the process.

Lottery Proceedings

Families who submit interest forms will receive information about the date, time, and location of the public lottery from the school’s Office Manager. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms will receive preference in the automated lottery system, per the preferences outlined above.

Post-Lottery

All families who submitted an interest form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the KCCP’s Office Manager within one week of the lottery via a letter sent to the address indicated on the interest form. The letter will indicate whether the child was admitted or waitlisted, and if waitlisted, the number the child is on the waiting list. For students who were admitted to the school, the letter will include steps the family must take to enroll the child in the school.

The school will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to state and county document retention requirements as applicable.
Waitlist Procedures

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system. After the lottery, the waiting list is never re-ordered. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be added to the wait list; ordered on a first-come, first-served basis. Students accepted into the school must accept admission by May 1st each year to be considered enrollment for the upcoming school year. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. Students admitted off the wait list will be notified via telephone and in writing via a letter sent to the address indicated on the interest form. Families contacted from the wait-list will have 5 businesses days to accept the offer. The timeline will be reasonable and take into account the needs of the school community.

The waiting list expires annually the day before the lottery for the upcoming year. Students enrolled the previous year who did not withdraw from the school will be guaranteed a seat the following year. The above process will also be followed to fill vacant seats each year and for all grades as seats become available each year due to student attrition at the discretion of the School Leader.

McKinney-Vento Homeless Assistance Act

Charter School shall adhere to the provisions of the 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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
**ELEMENT 9: ANNUAL FINANCIAL AUDITS**

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

**Annual Audit Procedures**

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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

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

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

KIPP LA Schools Board of Directors has a separate Audit Committee, whose responsibility it is to oversee the selection of an independent auditor who has experience in education finance, and the completion of an annual audit of KCCP and KIPP LA Schools’ financial books and records. 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 KCCP’s financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be on the State Controller’s published list as an educational audit provider. KIPP LA’s Chief of Finance & Operations and Controller will work with the auditor to complete the audit.

The annual audit will be completed and submitted to the KIPP LA Schools Board in time for the Board to submit the audit to the LAUSD Charter Schools Division, the Los Angeles County Superintendent of Schools, the State...
Controller, and to the California Department of Education by the 15th of December of each year for the previous year.

KIPP LA Schools’ Audit Committee will review any audit exceptions or deficiencies with the Chief of Finance & Operations and the Executive Director and develop a plan to address any deficiencies, findings, material weaknesses, or exceptions. The Audit Committee will report these recommendations to the full Board of Directors, explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so.

The independent financial audit of the KCCP is a public record to be provided to the public upon request.
ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES
“The procedures by which pupils can be suspended or expelled.” Cal. Ed. Code § 47605(b)(5)(I).

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

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

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

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

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

Discipline Foundation Policy
Throughout the country, KIPP schools have been extremely successful in teaching and overseeing appropriate student behavior. From initially setting expectations for behavior (such as through the Commitment to Excellence) to consistently discussing and reinforcing what good behavior looks like, KIPP students are constantly acculturated to KCCP’s values and expectations. KCCP has created a school environment in which good behavior is rewarded and inappropriate behavior is recognized by teachers, parents, and students as harmful to the interests of all and, therefore, not acceptable.

In addition to the expectations for KIPP students that are included in the school’s orientation materials, KCCP has set forth a code of conduct in its Student and Parent Handbook. This code provides a detailed outline of expectations and prohibited conduct that could result in suspension or expulsion.

Through the consistent discussion of the KIPP character traits and the KCCP values, KCCP’s students will know when they are meeting behavior expectations and will receive praise for doing so, when appropriate. By acknowledging positive behavior in the classroom and encouraging students to do the same with their peers, KCCP’s teachers will teach each student the importance of modeling and embodying good behavior. Similarly, KCCP’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 KCCP 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
By utilizing a range of progressive disciplinary options, KCCP will curtail misconduct before there is a need for more serious sanctions. KCCP has prioritized achieving a suspension rate of 0% and has designed its disciplinary policy to meet that goal by providing alternatives to suspension. KCCP is dedicated to working with students and families to address behavior challenges effectively. Potential actions include (but are not limited to):

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade level leaders;
- Parent meetings with teachers and/or grade level leader;
- Mandatory study hall during and/or after school (with notification to parent(s)/guardian and overseen by grade level leader);
- Loss of incentives or privileges;
- Calling plans (requiring the student to call teachers to notify them of homework completion);
- Daily conduct log (in which a student is required to get teacher acknowledgement of appropriate behavior after each class);
- In-school suspension plans, providing opportunity for the teachers or School Leader to meet with an individual student to discuss misconduct and to determine appropriate consequences;
- Written apology for misconduct;
- A behavior reflection sheet which documents, in real time, student decisions in relation to the values of the school so that problematic choices can quickly be identified and addressed;
- Disciplinary probation with notice to parents and explanation of required improvement;
- Study teams, resource panel teams, or other assessment-related teams;
- Peer presentations of personal improvement plan;
- Referral to school counselor, psychologist, child welfare attendance personnel, or other school support service staff.

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

The School Leader or a designee 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 School Leader or the designee will document on the disciplinary referral how the action was handled. The discipline referral will be sent home to be signed by the student’s parent or guardian and must be returned the following day. A copy of the referral will be given to the classroom teacher and one will be kept on file with the School Leader or designee.

KCCP will engage in professional development, as possible, to ensure that we are implementing the most effective disciplinary policy and actions possible. This may include development on new disciplinary tools from experts, sharing best practices in discipline and prevention from other KIPP schools, or refining or reinforcing existing policies and techniques. KCCP’s School Leader will arrange for this professional development as it arises.

**Suspension and Expulsion Policy**

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

**Grounds for Suspension and Expulsion**

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

**Categories for Suspension and Expulsion**

A. **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. E.C. 48915(c):*

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

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

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

C. Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

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

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

11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)

12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4; 48915(e) (Grades 4 through 12 inclusive)

13. Engaged in sexual harassment. E.C. 48900.2; 48915(e) (Grades 4 through 12 inclusive)

14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3; 48915(e) (Grades 4 through 12 inclusive)

15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)

18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)

19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

21. 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. E.C. 48900(r); 48915(e)

22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

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

**Potential Disciplinary Actions**

In general, a suspension may be imposed only when other means of correction fail to bring about the proper conduct. However, with respect to the violations set forth in Ed. Code 48900 sub-sections (a) – (e), i.e., the first five enumerated 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.) Ed. Code 48900.5. Expulsion for a violation of subsections (a) –
(e) is permitted based upon the recommendation of the School Leader and a finding by the KIPP LA board (or a designated committee thereof) that the student committed the offense and that either: (a) other means are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the student’s presence would cause a continuing danger to personal safety. Ed. Code 48915(b)

With respect to the remaining violations set forth above, except as otherwise noted (with respect to acts triggering mandatory expulsion consideration), a suspension is permitted only when other corrective actions have failed to bring about the proper conduct. However, prior corrective action is not a prerequisite if a student’s presence would cause a danger to persons or property, or threaten to disrupt the instructional process. Ed. Code 48900.5.

Expulsion for these offenses are limited to situations in which the Executive Director or School Leader has made a recommendation based on a finding that one of these enumerated offenses was committed, and the Board has found (or a designated committee thereof) that either: (a) other means of disciplining are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the presence of the student would cause a continuing danger to someone’s personal safety. Ed. Code 915(e).

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

Student Conduct Requiring Recommendation for Expulsion

A. 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. E.C. 48915(c). The Charter School intends to comply with the aforementioned Ed Code section:

1. Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. EC 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. EC 48915(c)(3); 48900(c)

4. Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in EC 48900(n); EC 48915(c)(4); 48900(n)

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

B. Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

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

1. Causing serious physical injury to another person, except in self-defense. EC 48915(a)(1); 48900(a)(1)

2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC 48915(a)(2); 48900(b)

3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) EC 48915(a)(3); 48900(c)

4. Robbery or extortion EC 48915(a)(4); 48900(e)

5. Assault or battery (or attempt thereof) upon any school employee EC 48915(a)(5); 48900(a)(1); 48900(a)(2)

If there is a recommendation for expulsion based on a violation of the offenses identified in Ed. Code 48915(a)(1)-(5), designated committee of the Board may – but is not required to – expel based on a finding that the student committed the offense and either: (a) other means of disciplining are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the presence of the student would cause a continuing danger to personal safety. See, Ed. Code 48915(b). The administrative panel shall decide within three school days of the hearing whether or not to approve the recommendation to expel to the designated committee of the Board.

Suspension Procedures
(Ed Code § 47605(b)(5)(J))

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

Authority
The School Leader, or a designee, determines if a suspension is to be imposed and, if so, the appropriate length.
Informal Conference
Suspension shall be preceded by an informal conference conducted by the School Leader, or designee, with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Ed Code 48911(b)).

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

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

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

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

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

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

Time Limits
Absent a recommendation for expulsion, a student’s single suspension period (whether in or out of school) shall not exceed five (5) school days. As addressed in Ed Code 48903(a), the total number of days for which a pupil may
be suspended from school shall not exceed twenty (20) school days in any school year.

Upon a recommendation of expulsion by the 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 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, at the discretion of the School Leader and/or the classroom teacher, 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 KIPP LA Schools’ Discipline Support Panel (hereinafter “DSP”). The DSP will conduct the suspension appeal review. The DSP decision is final. If the parent/guardian objects to the panel’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, KCCP will ensure that the student has access to the necessary educational materials by ensuring that classwork, homework, and other resources are made available to the student on a daily basis. The School Leader, and/or designee, will oversee the process in which these materials are distributed to students during suspension.

**Expulsion Procedures**

**Definition**

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

**Authority**

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

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

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

**Hearing**

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

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

The hearing will follow the procedures identified in Ed. Code 48918, and the student shall have the right to be represented by an advocate. (The student’s advocate can be any person (attorney or non-attorney) of the student’s choice who is willing and able to represent the student at the expulsion hearing.) The student and his/her advocate may present their evidence and arguments, question witnesses, call witnesses, and present materials to the board for consideration. A record of the hearing will be made and, if necessary, a translator will be present at the hearing. The student’s parent or guardian will be given access to this record.

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

**Procedures for Expulsion Hearing Involving Sexual Assault and Battery Offenses**

In certain expulsion cases, KCCP 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, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by KCCP or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The following outlines the procedures to be followed for all cases involving sexual assault and/or battery:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. KCCP must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the administrative panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The administrative panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The administrative panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The administrative panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, KCCP must present evidence that the witness’ presence is both desired by the witness and will be helpful to KCCP. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session, when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

**Presentation of Evidence**

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

**Post Hearing Procedures**

Within three school days after the hearing, the administrative panel shall submit their findings to the KIPP LA Board-designated committee on school discipline. The committee shall consist of members of the KIPP LA School’s board that volunteer to serve on said committee. The committee on school discipline 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 designated committee on school discipline thereof. Any decision, made by the 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 to expel, by the committee, must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing.

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

**Notification to Parent(s)/Guardians(s)**

Upon the school discipline committee’s issuance of a decision, the Executive Director or designee, will make contact with the parent(s)/guardian(s) via telephone and certified mail via USPS advising them of the decision. Any decision to expel shall include the term of the expulsion as well as details of a rehabilitation plan and will be provided in a formal notice to parent(s)/guardian(s). The notice shall advise the parent(s)/guardian(s) of their right to appeal and access to records of the proceedings.

**Notification to the District**

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?
Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

Right to Appeal
Parents and/or guardians have the right to appeal expulsions to the board of KIPP LA Schools. A parent must submit a written appeal within 10 calendar days of being informed of the expulsion decision. The appeal must include a statement briefly describing the reason in which the decision should be reversed. The appeal must be hand delivered, emailed, or sent USPS certified mail and addressed to the Chair of KIPP LA School’s board. KIPP LA Schools’ board review is limited to the record of proceeding and evidence presented at the expulsion hearing. 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 board of KIPP LA Schools shall review the expulsion record and make a determination as to whether the expulsion should be sustained. The decision of the board is final. KIPP LA Schools will notify the parent(s)/guardian(s) of the date, time, and location of the appeal hearing in writing. The notice shall include language advising the parent(s)/guardian(s) that failure to appear at the hearing may be deemed an abandonment of the appeal by the board. Unless otherwise excused by the KIPP LA Schools board, failure of the appellant or parent/guardian to appear at the scheduled hearings or to pursue the appeal with diligence within the time frames established above, may be deemed an abandonment of the appeal and the KIPP LA Schools board may dismiss the appeal.

Students with Disabilities
Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center. In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

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

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

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

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

Gun-Free Schools Act
Charter School shall comply with the federal Gun-Free Schools Act.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

All KCCP staff will participate in Social Security and will have the option join a 401K plan. KCCP will not participate in CalSTRS or CalPERS. While all positions will be covered by Social Security, only full-time certificated teaching and full-time classified positions can participate in the 401K. KIPP LA will provide a match to employee’s 401K 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.

KIPP LA Schools Chief of Employee Solutions and Legal Affairs will be responsible for ensuring that appropriate and timely arrangements for coverage under the 401K have been made. KCCP accepts and understands its obligations to comply with specific sections of the Education Code Section 47611. KIPP LA Schools will determine the process by which salaries, benefits, and working conditions (i.e., calendars, holidays, vacations, work day and year) are determined on an annual basis and communicate this to KIPP LA staff.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES


Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

KIPP Comienza Community Prep is a school of choice. As such, no student shall be required to attend. Parents and guardians of each student enrolled in KCCP will be informed that enrollment in the charter provides no right to enrollment in any other school in the district, except to the extent that such a right is extended by existing policy.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“A description of 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.” Cal. Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

School Leader
KIPP Comienza Community Preparatory Academy
6410 Rita Avenue
Huntington Park, CA

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then
request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Cal. Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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.” Cal. Ed. Code §47605(b)(5)(P).

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur:

1. Non-renewal;
2. The charter is revoked by the LAUSD Board of Education under the authority granted in Ed. Code, §§ 47607, subd. (c)(1)(C) or 47607, subd. (c)(1)(D);
3. The charter is revoked by the LAUSD Board of Education under the authority granted in Ed. Code, §§ 47607, subd. (c)(1)(A) or 47607, subd. (c)(1)(B) and the Charter School fails to win an appeal of that decision; (See Ed. Code, § 47607, subd. (i);
4. The Charter School board votes to close the Charter School; or
5. The Charter lapses.
Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

**Financial Close-Out**

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

**Disposition of Liabilities and Assets**

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

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

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

2. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

3. Make final federal tax payments (employee taxes, etc.)

4. File its final withholding tax return (Treasury Form 165).

5. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDITIONAL PROVISIONS

Facilities
District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement, provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

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

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
• **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

• **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

• **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:  
  
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain
separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

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

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

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

**Insurance**

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:
1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”
Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

**Hold Harmless/Indemnification Provision**

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

**Fiscal Matters**

**District Oversight Costs**

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

**Cash Reserves**

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

**Special Education Revenue Adjustment/Payment for Services**

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

**Audit and Inspection of Records**

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

- Charter School is subject to District oversight.
The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

ADDENDUM
Assurances and Affirmations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the
body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

**Special Education Program**
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

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

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data (Including Charter Schools)**

  The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

  All Students enrolled as of December 1 of each school year

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

- **Dropout (Including Charter Schools)**

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

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school
full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall comply with the Brown Act and the Public Records Act.
All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

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

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.
Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter
School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.
**Family Educational Rights and Privacy Act (FERPA)**

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

**Criminal Background Checks and Fingerprinting**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**Immunization and Health Screening Requirements**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**Safe Place to Learn Act**

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

**Element 7 – Means to Achieve Racial and Ethnic Balance**

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).
**COURT-ORDERED INTEGRATION**

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
• Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

**Element 8 – Admission Requirements**

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

**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the 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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**NON-DISCRIMINATION**

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

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

**Element 9 – Annual Financial Audits**

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to school’s Calendar
- r. Statistical Report – monthly according to school’s Calendar of Reports

In addition:
- • P1, first week of January
- P2, first week of April
  - Instructional Calendar – annually five weeks prior to first day of instruction
  - Other reports as requested by the District

### Element 10 – Suspension and Expulsion Procedures

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

### General Provisions

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

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

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

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

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

### Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

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

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

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

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

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

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems
“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
Element 13 – Rights of District Employees

“A description of 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.” Ed. Code § 47605(b)(5)(M).

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

Element 14 – Mandatory Dispute Resolution

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Charter School
[See Element 14]

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently
from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

**Element 16 – Charter School Closure Procedures**

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

**Revocation of the Charter**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

**Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.
CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure
Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

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

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure
Notification of employees and vendors shall include:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

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

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable).
Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

**Financial Close-Out**

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

**Disposition of Liabilities and Assets**

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

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

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.
Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Additional Provisions**

**FACILITIES**

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an
agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

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

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of
the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:  
  (iii) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (iv) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (iii) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The
parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(iv) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING**, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility **IF** Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

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

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

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

**INSURANCE**

**Insurance Requirements**
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

5. **Commercial General Liability**, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. 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.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

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

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

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.
Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

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

**FISCAL MATTERS**

**District Oversight Costs**

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

**Cash Reserves**

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

**Special Education Revenue Adjustment/Payment for Services**

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

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).
Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).