KIPP Empower Academy

Charter Petition

2015-2020

Submitted to the Los Angeles Unified School District

November 18, 2014

Resubmitted December 24, 2014

KIPP Empower Academy

Renewal Charter Petition
# Table of Contents

ASSURANCES AND AFFIRMATIONS ................................................................. 6

ELEMENT 1: THE EDUCATIONAL PROGRAM ......................................................... 7

General Information .......................................................................................... 7

Community Need for Charter School ................................................................ 8

  Academic Achievement Results and Other Outcomes ........................................ 9

  Attendance Goals & Rates .............................................................................. 14

  Suspension Goals & Rates ............................................................................. 14

  Innovative Instruction Model .......................................................................... 14

  Data-Driven Instruction .................................................................................. 15

  Meeting the Needs of Our Students ............................................................... 16

  Challenges ........................................................................................................ 17

Student Population Served ................................................................................. 19

Goals & Philosophy .............................................................................................. 19

  School Mission and Vision ............................................................................ 19

  KIPP’s Five Pillars ........................................................................................ 21

  College and Career Readiness: 21st Century Educated Person ......................... 22

  How Learning Best Occurs ........................................................................... 24

  Creating Self-Motivated, Competent, Life-long Learners ................................. 25

Outcomes and Assessments Aligned with the State Priorities ................................. 27

  Local Control Accountability Plan .................................................................... 27

  KIPP’s Six Essential Questions ....................................................................... 46

Instructional Design ............................................................................................. 46

  Blended Learning at KEA ............................................................................... 48

  Classroom Arrangements .............................................................................. 49

  Curriculum and Instruction .......................................................................... 51

  Key Components of Educational Program ...................................................... 55

  Non-Core Areas of Instruction ...................................................................... 62

  Transitional Kindergarten ............................................................................. 65

  Academic Calendar and Schedules ................................................................. 65

  Instructional Day ........................................................................................... 67

Professional Development ................................................................................... 69

  Staff Recruitment ........................................................................................ 70

  Staff Culture/Professional Development ......................................................... 71

Meeting the Needs of All Students ..................................................................... 72

  English Learners .......................................................................................... 72

  Gifted and Talented Students and Students Achieving Above Grade Level ........ 77

  Students Achieving Below Grade Level .......................................................... 78

  Socioeconomically Disadvantaged/Low Income Students ............................... 79
Leadership Responsibilities and Qualifications .......................................................... 110
Classified Staff Responsibilities and Qualifications .................................................... 116
Teacher Responsibilities and Qualifications ............................................................... 120
Equal Employment Opportunity .................................................................................. 128
ESEA/NCLB and Credentialing Requirements ............................................................. 128

ELEMENT 6: HEALTH AND SAFETY PROCEDURES ................................................. 129
  Custodian of Records ............................................................................................... 129
  Promoting Health and Wellness .............................................................................. 129
  Health, Safety and Emergency Plan ......................................................................... 129
  Family Educational Rights and Privacy Act (FERPA) .................................................. 130
  Criminal Background Checks and Fingerprinting ...................................................... 130
  Immunization and Health Screening Requirements ................................................ 130
  Safe Place to Learn Act ........................................................................................... 130

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE ................. 131
  Outreach to Achieve Racial and Ethnic Balance ...................................................... 131
  Court Ordered Integration ....................................................................................... 132
  Federal Program Compliance .................................................................................. 133

ELEMENT 8: ADMISSION REQUIREMENTS ............................................................... 134
  Lottery Preferences & Procedures ............................................................................ 134
    Admission Preferences .......................................................................................... 134
    Interest Period .................................................................................................... 135
    Lottery Proceedings ............................................................................................. 135
    Post-Lottery ......................................................................................................... 135
    Waitlist Procedures ............................................................................................... 136
    McKinney-Vento Homeless Assistance Act ......................................................... 136
    Non-Discrimination ............................................................................................. 136

ELEMENT 9: ANNUAL FINANCIAL AUDITS ............................................................... 137
  Annual Audit Procedures ......................................................................................... 137

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES .................................... 139
  General Provisions .................................................................................................. 139
  Discipline Foundation Policy .................................................................................... 139

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS ............................................... 156

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES ............................. 157

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES .............................................. 158

ELEMENT 14: MANDATORY DISPUTE RESOLUTION ............................................. 159

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER ....................................... 161

ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES ............................. 162
Closure Action .................................................................................................................. 162
Closure Procedures.......................................................................................................... 163
ADDITIONAL PROVISIONS .......................................................................................... 169
Facilities .......................................................................................................................... 169
  District-Owned Facilities .............................................................................................. 169
  Non-District-Owned Facilities ...................................................................................... 170
Insurance .......................................................................................................................... 171
  Insurance Requirements ............................................................................................... 171
  Evidence of Insurance .................................................................................................. 172
  Hold Harmless/Indemnification Provision ................................................................... 172
Fiscal Matters ................................................................................................................... 173
  District Oversight Costs ............................................................................................... 173
  Cash Reserves ............................................................................................................... 173
  Special Education Revenue Adjustment/Payment for Services .................................... 173
  Audit and Inspection of Records ................................................................................ 173
  Internal Fiscal Controls ............................................................................................... 174
  Apportionment Eligibility for Students Over 19 Years of Age ................................... 174
  Local Control and Accountability Plan ....................................................................... 174
ASSURANCES AND AFFIRMATIONS

KIPP Empower Academy (also referred to herein as “KEA” 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).

“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).

General Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The contact person for Charter School is:</td>
</tr>
<tr>
<td></td>
<td>Neela Parasnis</td>
</tr>
<tr>
<td>2.</td>
<td>The contact address for Charter School is:</td>
</tr>
<tr>
<td></td>
<td>8466 S. Figueroa St. Los Angeles, CA 90003</td>
</tr>
<tr>
<td>3.</td>
<td>The contact phone number for Charter School is:</td>
</tr>
<tr>
<td></td>
<td>(323) 750-2279</td>
</tr>
<tr>
<td>4.</td>
<td>The proposed address or target community of Charter School is:</td>
</tr>
<tr>
<td></td>
<td>8466 S. Figueroa St. Los Angeles, CA 90003</td>
</tr>
<tr>
<td>5.</td>
<td>This location is in LAUSD Board District:</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>This location is in LAUSD Educational Service Center:</td>
</tr>
<tr>
<td></td>
<td>South</td>
</tr>
<tr>
<td>7.</td>
<td>The grade configuration of Charter School is:</td>
</tr>
<tr>
<td></td>
<td>Kindergarten through fourth grade</td>
</tr>
<tr>
<td>8.</td>
<td>The number of students in the first year will be:</td>
</tr>
<tr>
<td></td>
<td>578</td>
</tr>
<tr>
<td>9.</td>
<td>The grade level(s) of the students in the first year will be:</td>
</tr>
<tr>
<td></td>
<td>K-4</td>
</tr>
<tr>
<td>10.</td>
<td>The scheduled opening date of the Charter School is:</td>
</tr>
<tr>
<td></td>
<td>Aug. 10, 2015</td>
</tr>
<tr>
<td>11.</td>
<td>The enrollment capacity is:</td>
</tr>
<tr>
<td></td>
<td>(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
</tr>
<tr>
<td></td>
<td>578 students</td>
</tr>
<tr>
<td>12.</td>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) is:</td>
</tr>
<tr>
<td></td>
<td>Traditional/Year Round</td>
</tr>
<tr>
<td>13.</td>
<td>The bell schedule for Charter School is:</td>
</tr>
<tr>
<td></td>
<td>Monday-Thursday:</td>
</tr>
<tr>
<td></td>
<td>7:45 AM - 3:00 PM Regular Instruction, with up to three hours of supplemental instruction before or after regular instruction ends.</td>
</tr>
<tr>
<td></td>
<td>Friday:</td>
</tr>
<tr>
<td></td>
<td>7:45 AM-2:00 PM, Regular Instruction</td>
</tr>
<tr>
<td>14.</td>
<td>The term of this charter shall be from:</td>
</tr>
<tr>
<td></td>
<td>July 1, 2015 to June 30, 2020</td>
</tr>
</tbody>
</table>

KIPP Empower Academy (KEA) 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

KEA is a high performing, tuition-free, public charter school in located South Los Angeles. This year, our fifth year in operation, is a particularly exciting year for us, as we are fully grown out serving students in grades TK-4. At KEA, our students and staff are united by our common values: work hard, be nice, stay strong, and make good choices. We believe education should address the whole child and we strive to empower our students to be strong in mind, body, and spirit. “Strong in mind” conveys the importance of academic skills (cognitive development); “strong in body” refers to personal habits (physical development); and “strong in spirit” references the character traits we strive to foster (socio-emotional and psychological development). Our students will emerge from their years at KEA ready to seize upon the vast array of opportunities they find before them.

The implementation of our innovative rotational blended learning model has delivered high quality outcomes to our students in South Los Angeles. Through this model, our teachers have been able to 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 KEA scholars 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.

The “Sesa Woruban” adinkra from Ghana exemplifies KEA’s hopes for the future: to continuously transform ourselves to meet the needs of our students and the South LA community. Now that KEA is fully grown, we look to sustain the success we have achieved in the past, and improve as we move forward. The successes KEA has celebrated include:

i. High academic achievement: KEA achieved an API score of 991 in 2013

ii. Implementation of a blended rotational model and the successful sharing of that model both within the KIPP network and with other schools throughout the country. In total, we have been able to share our model and practices with more than 100 schools and stakeholders since we opened in 2010.

iii. Performance on KIPP’s Healthy Schools and Region Survey, specifically teacher and parent satisfaction rates which were among the highest across all KIPP schools. Parents particularly felt proud to send their
children to a KIPP school, believed that KEA teachers set high standards for students, and would recommend KEA to other families. Similarly, KEA’s teachers were proud to work there, felt KEA was a collaborative environment, and were inspired by KEA’s mission.

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 KEA has faced over the past charter term.

### Academic Achievement Results and Other Outcomes

As mentioned above, KEA has exhibited high academic achievement. In the spring of 2013, KEA second graders took the California State Test (CST) for the first time. Of our third graders, 95% of scored proficient or advanced in English-Language Arts and 98% of our students 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, 97% scored proficient or advanced in ELA and 96% did so in math. Results were similarly high for both Hispanic/Latino and Black/African American students. Based on these results, KEA was given an Academic Performance Index score of 991. Figure 1 shows KEA’s results on the 2013 California State Test.

**Figure 1: KEA 2013 California State Test Results - % of students scoring proficient or advanced**

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>Socio-economically disadvantaged</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>English Learners</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>95%</td>
<td>99%</td>
</tr>
</tbody>
</table>

During the 2013-2014 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. Additionally, all KEA 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.

While the State of California did not administer a state-wide test in 2014, we continued to assess our students’ learning through interim assessments and the use of the STEP (Strategic Teaching and Evaluation of Progress) literacy assessment. On the STEP assessment, our goal is for more than 85% of our students to score proficient or above overall and for at least 40% to score advanced. During the 2013-2014 academic year, we exceeded our goal of 85% proficiency, with 87% of our students scoring proficient or advanced as shown in Figure 2. STEP offers tools, training and certification that defines the pathway and tracks the progress of pre-kindergarten through third grade students as they learn to read using research-based milestones. STEP™ enables educators to
implement a developmental approach to teaching reading using evidence to inform instruction. STEP™ introduces targeted interventions for students who need extra reading support.

While our results exceeded this goal, they did not meet previous year’s results in part due to various challenges discussed below. Our results were strongest in kindergarten, second and third grade. As a result of our first grade results, we have added more intervention teachers in school year 2014-15 to help support our students who are below grade level. Intervention teachers will provide targeted skill instruction in math and ELA even within our small group instructional model.

**Figure 2: KEA STEP Results – 2011 through 2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>45%</td>
<td>40%</td>
<td>85%</td>
</tr>
<tr>
<td>2011</td>
<td>45%</td>
<td>52%</td>
<td>97%</td>
</tr>
<tr>
<td>2012</td>
<td>23%</td>
<td>68%</td>
<td>91%</td>
</tr>
<tr>
<td>2013</td>
<td>29%</td>
<td>65%</td>
<td>94%</td>
</tr>
<tr>
<td>2014</td>
<td>33%</td>
<td>54%</td>
<td>87%</td>
</tr>
</tbody>
</table>

In addition to the STEP and the upcoming Smarter Balance Assessment Consortium (SBAC) test, KEA also administers the NWEA Measures of Academic Progress assessment (MAP). This assessment allows KEA to assess student knowledge set goals for student growth, and measure student progress against these goals and grade-level performance. KEA faced a number of challenges in 2013-14 with the mid-year move and leadership changes which resulted in challenges in administering the MAP assessment in spring 2013.

In reviewing cohort analysis for Fall 2014 compared with the same cohorts for Fall 2013, we see that every cohort experienced significant growth year over year. In reviewing Fall-to-Fall performance we can normalize for summer learning losses and assess true knowledge and skill retention of our students. Importantly, all but one cohort/subject (third grade math) students in the upper grades are, on average, at or above the national average.

Looking forward, KEA will utilize the MAP assessment along with the SBAC assessment to measure student progress toward goals.
To continue to drive results and prepare for the Smarter Balanced Assessment Consortium (SBAC) assessment, we will continually monitor student understanding and progress throughout the year. We administer interim assessments in 6-8 week cycles in addition to analyzing student work to gather data. Additionally, teachers work together to share best practices and resources to support the entire team and use feedback from their coaches to drive intervention and small group planning. As the SBAC Interim Assessments become available, we will infuse these resources into the evolution of our assessment process.

Comparative Results

As seen in the table on the following page, KEA’s second grade results, compared with comparison schools school wide data, exceed those of the surrounding schools. Our API score of 991 is far higher than the surrounding average API score of 756. KEA achieved a 10/10 ranking from the state - the only school within its operating area to achieve that score.
## SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

**Address:** 8466 Figueroa St, Los Angeles, CA 90003

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># Of Students</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 School wide Growth Target?</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>La Salle Avenue Elementary</td>
<td>455</td>
<td>71.2%</td>
<td>12.8%</td>
<td>23.7%</td>
<td>35.6%</td>
<td>64.4%</td>
<td>0.0%</td>
<td>628</td>
<td>No</td>
<td>No</td>
<td>1</td>
<td>1</td>
<td>Focus</td>
</tr>
<tr>
<td>Ninety-Ninth Street Elementary School</td>
<td>605</td>
<td>93.4%</td>
<td>5.8%</td>
<td>43.7%</td>
<td>82.3%</td>
<td>9.4%</td>
<td>0.0%</td>
<td>793</td>
<td>No</td>
<td>No</td>
<td>4</td>
<td>9</td>
<td>Achieving</td>
</tr>
<tr>
<td>Raymond Avenue Elementary</td>
<td>502</td>
<td>89.8%</td>
<td>10.8%</td>
<td>36.1%</td>
<td>63.5%</td>
<td>35.9%</td>
<td>0.0%</td>
<td>702</td>
<td>No</td>
<td>No</td>
<td>1</td>
<td>3</td>
<td>Watch</td>
</tr>
<tr>
<td>Sixty-First Street Elementary</td>
<td>585</td>
<td>94.0%</td>
<td>9.7%</td>
<td>53.5%</td>
<td>86.8%</td>
<td>12.5%</td>
<td>0.0%</td>
<td>775</td>
<td>No</td>
<td>No</td>
<td>4</td>
<td>9</td>
<td>Watch</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIPP Empower Academy</td>
<td>475</td>
<td>83.2%</td>
<td>7.1%</td>
<td>5.5%</td>
<td>14.7%</td>
<td>82.1%</td>
<td>0.0%</td>
<td>991</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>Aspire Slauson Academy Charter</td>
<td>339</td>
<td>90.9%</td>
<td>6.7%</td>
<td>42.0%</td>
<td>75.0%</td>
<td>24.6%</td>
<td>0.0%</td>
<td>783</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4</td>
<td>8 Service &amp; Support</td>
</tr>
<tr>
<td>Aspire Inskeep Charter</td>
<td>339</td>
<td>97.1%</td>
<td>9.8%</td>
<td>40.4%</td>
<td>69.8%</td>
<td>29.6%</td>
<td>0.3%</td>
<td>776</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>4</td>
<td>8 Achieving</td>
</tr>
<tr>
<td>Watts Learning Center</td>
<td>376</td>
<td>93.6%</td>
<td>5.8%</td>
<td>46.6%</td>
<td>99.3%</td>
<td>0.7%</td>
<td>0.0%</td>
<td>840</td>
<td>Yes</td>
<td>Yes</td>
<td>854</td>
<td>7</td>
<td>10 Service and Support</td>
</tr>
</tbody>
</table>

---

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

KEA believes that our academic achievement can only be possible with strong in-seat attendance. Our goal is to have 95% or higher daily attendance rates. Our attendance rate in 2013-14 was 95%. While our attendance rate was in line with our goal, we strive to achieve even higher attendance rates. Our 2013-14 attendance was hampered by facilities challenges and moves discussed below. To ensure that we meet and improve on our ADA goals in 2014-15, KEA is taking the following steps:

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

**Suspension Goals & Rates**

 KEA 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 KEA’s suspension rate was 1.5%. KEA will seek to reduce its suspension rate in the coming year by focusing on building a positive 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. Further, all teachers and team members will be trained in Strategic Alternatives to Suspension and Progress Monitoring Action Plans and in a tiered behavior system to ensure school safety.

**Innovative Instructional Model**

Since its founding in 2010, KEA has operated a cutting-edge blended learning rotational model that allows teachers to provide small-group differentiated instruction in the core areas of reading, writing, math, despite class sizes of 28-30 students. This blended learning model allows KEA to infuse technology into instruction in a meaningful, productive way. Results show that with the right educators in the classroom, innovative technology practices increase student achievement and while reducing costs, a priority given the low level of funding and the high operational costs in Southern California.

KEA’s small group instructional model is based on the recognition that different students arrive to class each day with a range of abilities, backgrounds, and learning styles. Teaching in small groups allows our teachers to differentiate instruction and plan curricula with multiple entry points and experiences that allow each student to learn in his or her zone of proximal development. The use of technology allows KEA’s small group instructional model to seamlessly integrate new and innovative strategies for teaching and learning into each day. While students engage in research-based software on computers for part of each classroom rotation, teachers focus their
direct instruction on smaller cohorts of students to target the needs of each student more precisely. Student time using technology, coupled with targeted direct instruction, is a key element to KEA’s academic program. Our teachers thrive on the direct interactions with students in small groups, allowing every minute of instructional time to have a greater impact. Simultaneously, student engagement has increased as a result of the immediate feedback and sense of progression they receive from computer-based software. Starting in kindergarten, our students are able to take responsibility for their learning and drive their academic growth.

KEA’s school day is comprised of subject blocks during which students divide into two or three small groups by skill level and rotate between computer-assisted learning stations, teacher-led instruction, and self-directed work. During small-group instruction, students receive personalized and targeted support in a given subject from highly trained teachers, meeting them at their level and accelerating them to higher achievement. At the computer stations embedded in each classroom, students work independently on adaptive software programs that reinforce core academic skills, allowing them to practice new competencies and propelling them to achieve at higher levels. Finally, students engage in self-directed work, such as practicing reading and math skills using educational web-based iPad applications, or completing independent reading, writing, or math assignments. Through this work, students are able to build their confidence as independent learners and take responsibility for their work.

As our students progress onto higher grades, KEA is incorporating additional technology tools into daily instruction beyond adaptive software. This includes Google Applications for Education, which enables students to create and publish written pieces and presentations both individually and in groups. Every student is assigned a KIPP LA email address, which comes with a Google Drive account where students can upload and share work with their teachers and classmates. Through collaborative work and peer editing, we are confident that our students will improve their writing skills and gain invaluable technology skills. Similarly, KEA’s students start learning to type in first grade, which will further prepare them for high-level work in the older grades.

While our teachers continue to drive instruction, technology helps accelerate our students’ learning. Adaptive software programs tap into the kinesthetic part of their brains, and help students reinforce core academic skills and practice new competencies. Teachers then use the data generated by these programs to identify students’ learning gaps and adapt their lesson plans to address those gaps. That data use is explained below.

Data-Driven Instruction
Teaching and learning is more effective in an environment that is driven by data, this is particularly the case when blended learning is utilized as a core component of instruction. Over the next charter period KEA will focus on improving our data-driven instructional culture that led us to achieve at such strong levels during our first five years. While our 2013 CST results were strong, we do not have baseline results for the SBAC and the new assessment system in California. We will take advantage of this opportunity to expand our current data-driven
culture to better drive outcomes for our students through the variety of assessment cycles we implement. KEA has identified four specific components of the systems we will focus on as we add depth to our data-driven instruction:

- **Data acquisition**: ensure that the data we use to assess student performance is collected and organized in a timely manner so that all stakeholders can readily access it;
- **Data reflection and analysis**: teachers will collaborate with their colleagues and/or school leadership to analyze data to create a specific plans of action and subsequent goals to improve student outcomes through whole-school sessions, grade, or subject level teacher meetings;
- **Program Alignment and Design**: through data acquisition, reflection, and analysis, we will ensure that KEA’s instructional model remains congruent with relevant content and common core standards as well as student growth; data acquisition, reflection, and analysis will also ensure the teaching strategies and practices we employ are appropriate and supportive of the outcomes and overall design of the academic program;
- **Assessment preparation**: through critical thinking and problem solving skills, KEA will teach students about the design of assessments, support them as they develop skills to overcome obstacles during assessments, provide additional guidance on assessment topics in which data suggest school/district students are demonstratively deficient, and share habits of success with students which have been shown to improve overall test scores;

From the beginning, KEA has attracted visitors from across the country who are interested in seeing our unique model in action. Our internal results showed significant student growth starting with our first cohort in kindergarten, suggesting that our small group instructional model was making a significant impact on student learning. This has included visitors from surrounding LAUSD traditional and charter schools as well as traditional and charter schools in other states. Similarly, foundations including The Broad Foundation and the Bill & Melinda Gates Foundation have brought groups of teachers and school leaders to observe KEA’s model and provide best practices for blended learning. Based on KEA’s success, other KIPP LA and KIPP national network schools have adopted similar small group rotation models and used KEA as a guide for their instructional vision. We are proud of the contribution KEA has made to the greater education community and hope to continue these many partnerships in the future.

**Meeting the Needs of Our Students**

KEA’s blended learning model and data-driven culture are uniquely attuned to meeting the needs of our specific students. 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. Rather than teaching to the average student in the classroom, KEA is able to teach to each student’s individual needs.

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. Our model also adapts to English learners and special education students, who receive the additional support they need.

Special education students receive individualized services and supports based on what is prescribed in their IEP. This can include services in the push in model, pull out and/or a combination of both. When possible students are educated in the general education setting to the maximum extent possible, which involves the use of the push-in model. The push-in method involves the special education teacher/service provider going into the classroom to provide instruction or support to the student. When students require more intensive instruction, they are pulled out of the general education classroom to receive instruction in a small group or individual basis. Instruction and supports provided are tailored to assist students in progressing towards students’ IEP goals. Each child is unique in his or her needs. This means that students, regardless of their performance when they first arrive at KEA or their status as English learners or special education students, are demonstrating significant growth.

Challenges

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

i. **Leadership transitions.** Founding School Leader, Mike Kerr, left KEA in March 2014 to lead elementary school growth and performance at KIPP Foundation. His successor, Neela Parasnis, served as the founding dean for the school before spending two years at KIPP Foundation working for the KIPP School Leadership Program. While KEA has support and infrastructure in place for leadership transitions, leadership change (even when planned) can be difficult for the school community as they begin a new journey under new leadership. KEA will spend time rebuilding its leadership bench depth in the coming years through KIPP LA leadership development programs.

   ii. **Facilities challenges and moves.** As KEA added a grade level each year facilities challenges increased. The most difficult year was 2013-14 when KEA operated on a split campus. In 2012-13, KEA operated in the same spaced it operated in 2011-12 with four more classes, reducing any non-instructional space to a single classroom shared by all administration, special education, and elective teachers. In 2013-14, after adding an additional five classrooms –transitional kindergarten and four in third grade – KEA was forced to operate on split campuses that were more than three miles apart. This created strain on the team and families, particularly in light of the leadership transition explained above. In March 2014, KEA moved into its permanent facility uniting its two campuses. As expected, the mid-year transition was difficult on teachers, students and families and distracted from daily operations.
iii. **Higher than normal teacher attrition in the most recent year, as expected.** KEA has historically had extremely low teacher attrition. In its first three years of operation, KEA’s teacher retention was 99%. This year, between the stresses of split campuses, mid-year moves, and leadership transitions, teacher retention fell to 76%. This drop in teacher retention was expected and the decline was less than we often see during periods of intense transition. The majority of teachers who left did so to return to school or move out of the area. KEA’s School Leader has focused on hiring a strong team of teachers, and is working on enhancing the school’s culture and teamwork, and teacher development through regular and rigorous coaching.

In addition to KEA-specific challenges, in the 2012-13 school year, KIPP LA had findings on its annual audit, which includes KEA as well as all other KIPP LA schools. These findings were related to excess adjustments. Most of these adjustments were related to revenue; which was 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 interim audit work for the 2013-14 year, which was performed in April, showed improvements in our systems and processes. We anticipate that the changes noted above will set us up for a strong audit for the 2013-14 school year.

**Student Population Served**

KEA seeks to serve the students in and around its new permanent location at 8466 S. Figueroa Street in South LA. Now that the school has a permanent home it will be able to effectively recruit students who live near the school. Prior to having a permanent site, KEA recruited students in a wide area surrounding Raymond Avenue Elementary. However, it did not specifically target the closest neighborhood in an effort to maintain a strong and amiable relationship with its host school.

KEA currently serves 565 students in kindergarten through fourth grade and plans to serve up to 578 students in future years. The modest increase in the targeted population is reflective of expected lower student attrition now that KEA is in its permanent location. The school’s kindergarten class is larger by design to accommodate students in transitional kindergarten.

**Figure 3: KEA Projected Student Enrollment:**

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<thead>
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<tbody>
<tr>
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<td>116</td>
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<tr>
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<td>110</td>
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<tr>
<td>Third Grade</td>
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<td>108</td>
<td>108</td>
<td>108</td>
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<tr>
<td>Fourth Grade</td>
<td>104</td>
<td>104</td>
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<tr>
<td>Total Enrollment</td>
<td>578</td>
<td>578</td>
<td>578</td>
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<td>578</td>
</tr>
</tbody>
</table>

As a public school, KEA is tuition-free and admits any student regardless of ethnic, socio-economic, special education status or religious background. Although KEA 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 and Vision**

*Our mission is to empower students to be strong in mind, body, and spirit so that they will thrive in middle school, high school, college, and the competitive world.*

KEA’s mission emphasizes the importance of cultivating the whole child. While we believe that cultivating the
whole child is important for all students, it is particularly important for schools that operate in lower income urban locations where access to arts, music, physical education and high-quality food are often more limited than in higher income areas.

Our mission statement uses language that is simple to understand; we want our students to be strong in mind, strong in body, and strong in spirit. “Strong in mind” conveys the importance of academic skills (cognitive development); “strong in body” refers to personal habits (physical and physiological development), and “strong in spirit” references the character traits that we are striving to foster (socio-emotional and psychological development). Additionally, by cultivating all aspects of a child’s development, we will truly prepare our students for more than just middle school, but also for the types of challenges he or she may face in high school, college, and in his or her career.

**Instructional Vision**

As with our mission, our instructional vision stresses the importance of developing a well-rounded student that is strong in mind, body, and spirit. It is imperative that teachers, staff members, parents, and administrators keep the complete and total development of their students as their central instructional focus. Our instructional vision embodies this:

*Recognizing our obligation to prepare truly empowered students for the challenges of middle school, high school, college, and the competitive world, we commit ourselves to this bold instructional vision:*

*Through an active, engaging, and rigorous learning process built on a love of learning and through cultivating effective critical thinking, problem solving, and communication skills, KEA will develop students who are strong in mind.*

*With a focus on instilling personal habits that promote mindfulness of physical health and well-being as well as a critical eye to the world around them, KEA will develop students who are strong in body.*

*By fostering a supportive, positive, and inclusive community that encourages self-awareness, and personal and collective responsibility and empathy for others, KEA will develop students who are strong in spirit.*

Central to KEA’s mission and instructional vision is the unwavering belief that all students in Los Angeles can succeed in the most rigorous college environments when provided high expectations, a disciplined commitment to academics, extended time for learning, a wide range of effective supports, and opportunities to assume positions of responsibility and excellence. Today, an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. KEA believes that all students must be prepared for higher education and equipped with the skills and the choice to pursue it at the highest levels. Therefore, a college preparatory ethos drives all aspects of the school, from the educational program to the allocation of resources and daily scheduling. To prepare students for success in competitive middle schools, high schools, and colleges, KEA will continue to build a strong foundation for our students, creating a nurturing and structured
learning environment that cultivates positive and productive character traits, personal habits, and academic skills.

To instill character values and personal habits, all teachers, administrators, and staff at KEA deliberately model and discuss these values and habits and provide students with ample opportunities to practice them. Academic learning follows a standards-based continuum from the lower to the upper grades. Students learn a base of fundamental knowledge and skills that allows for more sophisticated high-level thinking. Students must demonstrate mastery of standards in each grade to earn promotion to the next grade. The school’s rigorous, accelerated academic curriculum is geared toward ensuring that all students will be prepared for college-preparatory middle schools and high schools.

**KIPP’s Five Pillars**

KEA 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 KEA’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. KEA has established a culture of excellence in which clear, rigorous goals are set for both academic achievement and conduct. KEA 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 KEA 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 KEA nor is any employee required to work at the school. After learning about the school’s expectations and goals, KEA parents, students, and staff are asked to sign a Commitment to Excellence form that 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 KEA 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, KEA 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.

**Power to Lead.** KEA’s school leader is an effective academic and organizational leader who understands that a great school requires a great school leader. He/She will have control over her budget and personnel and will be free to swiftly move dollars or make staffing changes, with KIPP LA’s management team providing support and oversight, allowing him/her maximum effectiveness in helping students learn. With the power to lead the school leader is able to make decisions based solely upon what is best for KEA’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. 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. KEA 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. KEA consistently monitors students’ mastery of the California Content and Common Core standards through informal assessments such as observations, and more formally through regular standards assessments. Additionally, KEA administers the STEP literacy assessment four 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 growth. Teachers and leaders analyze the results of these end-of-year assessments in depth each summer to make improvements for the upcoming year. Similarly, staff monitors data such as the number of discipline situations and improvement in minimizing such situations.

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

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

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

Implementing the highest-quality instructional program possible is paramount to KIPP’s track record of success. At KEA, high-quality instruction is based on the Next Generation Science, California Content, and Common Core standards, with an emphasis on character and academic skills, and is explicitly tied to KEA’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{15} While the quality of instruction cannot be emphasized enough, it is also important that schools focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them. Research by Tony Wagner based on interviews with senior executives and college admissions counselors identified seven survival skills for workforce readiness.\textsuperscript{16} Using this research, KEA has determined that to truly prepare our students to become 21st century learners, we must prepare them for:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

These seven skills are composed of both academic skills 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 \textit{academics} without \textit{character} are useless; students will have the skills but lack the motivation to use them. \textit{Character} without \textit{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, KEA students will become self-motivated, competent, lifelong 21st century learners.

In addition to these academic and character skills, the 21\textsuperscript{st} century 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. KEA 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.

KEA was formed to empower students in South LA to 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 students become critical thinkers, problem solvers, and creators.

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

- **Quality Instruction is Standards-Based.** KEA 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. Incoming student needs and performance levels determine the weight that teachers place on different elements of the curriculum. The school aims to accelerate student learning to ensure that mastery of the standards is achieved at a faster pace. It has been KIPP LA’s experience having opened five elementary schools within LAUSD that kindergarteners arrive performing below the national average based on NWEA’s Measures of Academic Progress national norm referenced test. As a result, this pace is necessary to catch our students 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.

- **Quality Instruction is Data-Driven.** KEA utilizes an instructional cycle centered on student performance data. Within each cycle, teachers gather relevant data from diagnostic tests, interim assessments, and informal assessments and use them to modify long-term and unit plans to meet the goals of the next instructional cycle. Teachers then collaborate to create or modify an existing scope and sequence of learning objectives for the next instructional cycle. Teachers ensure that each lesson has a measurable learning objective and a clear assessment that gauges whether students have met the objective or not. The leadership team reviews teachers’ weekly lesson plans uses classroom observation and periodic check-ins with teachers to evaluate how data is driving instruction in each classroom. By incorporating data into every lesson and planning session, KEA’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.

- **Quality Instruction is Differentiated.** Students process material in a variety of ways. Thus, teachers at KEA 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 KEA’s teachers can activate student engagement and reach all learners.

- **Quality Instruction is Relevant to Students.** KEA combines rigorous California Content, Next Generation Science, and Common Core standards with the pedagogical methods that have proven successful in many KIPP schools. 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. Therefore, it is incumbent upon KEA’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.

- **Quality Instruction is Innovative.** KEA 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 Chromebooks, 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. KEA 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, KEA is able to better serve every student, regardless of his or her challenges.

Creating Self-Motivated, Competent, Life-long Learners

At KEA, we believe that our students should graduate from our school in fourth grade hungry for new knowledge and ready to tackle the challenges that lie ahead. Our students should be motivated to succeed in middle school, high school, and college with the ultimate goal of becoming leaders in their communities and contributors to the world around them. To achieve this goal, we must help our students develop the social-emotional skills that will create the foundation for this motivation. Part of our mission is to “nurture the confidence and character” of our students. Our school values are an integral part of this work. Our four value statements are “work hard”, “be nice”,

25
“stay strong”, and “make good choices”, and they are present all over our school. We have them hanging in classrooms and use them in daily conversations with students. When a student makes a poor choice, we discuss their choice in the context of these values. Parents also discuss and instill these values at home.

We chose these positive affirmations as our values because they allow for age-appropriate understandings of what each value means. For example, in kindergarten, the value of “Be Nice” is to be an example of respect and kindness. As our students mature, we build in even more value words such as empathy, altruism, service, and compassion.

To make the values come alive for students, the values are taught through the use of skits, songs, chants, and stories. Additionally, to make the values even more culturally relevant for students, there is a visual symbol assigned to each value. Adinkra symbols, used for generations in various cultures in Ghana, are utilized as the aforementioned visual representation. The symbolic meaning and story-inspired origins of the adinkra symbols make them a powerful tool for helping students understand the KIPP Empower values. The adinkra symbols we use are:

- **WAWA ABA** — Stay strong.
- **SANKOFA** — Make good choices.
- **AKOMA** — Be nice.
- **OWO FORO ADOBE** — Work Hard.
- **SESA WORUBAN** — Continuous reflection creates transformation.

In addition to our values, we teach students about eight character strengths that are closely linked to success and happiness in life: gratitude, curiosity, zest, love, self-control, grit, social intelligence, and optimism.

Mastering these values and character traits is a life-long undertaking and we are confident that the character education our students experience at KEA 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

17 http://www.adinkra.org/htmls/adinkra/wawa.htm
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 a chat 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 become rich discussions about his power as an individual and a member of a community to affect change. The vehicle of community circles in Kindergarten and 1st grade and trust circles in 2nd, 3rd, and 4th grade allow for these discussions to take place.

Additionally, many aspects of our instructional model, described in more detail below, 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. Through the incorporation of Google Applications, our students will be able to track their growth through digital portfolios of their work, giving them solid evidence by which to gauge their progress and build new goals. By giving even our youngest students chances to learn independently, KEA has jump-started their motivation to learn and achieve.

Ultimately, we hope for our students to view themselves as empowered members of a thriving community. Through this strong identity, they will find motivation within themselves that will drive their learning to and through college and beyond.

Outcomes and Assessments Aligned with the State Priorities

Local Control Accountability Plan

KIPP Empower Academy 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).

KEA’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 KEA. These goals and targets are outlined in Figure 4, below. 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, KEA will work with the District 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 4: 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>(Identify school wide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: Number of teachers who are credentialed</td>
</tr>
<tr>
<td>School wide &amp; all students:</td>
<td>2014-2015: Baseline data In process</td>
<td>100% of teachers will be credentialed for the course they are teaching</td>
</tr>
<tr>
<td>All teachers will have a credential for the course they are teaching</td>
<td>2015-2020: Annual Teacher recruitment and comprehensive interview process</td>
<td></td>
</tr>
<tr>
<td>Hiring of credentialed teachers and ensuring proper placement</td>
<td></td>
<td></td>
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<tr>
<td>Supporting teachers with transfer of credentials for from out of state</td>
<td></td>
<td></td>
</tr>
</tbody>
</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><strong>School wide &amp; all students:</strong></td>
<td>2015-2020: Purchase educational supplies and materials purchased that are common core aligned.</td>
<td>Method for Measuring: Number of books and software licenses</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2014-2015: Base-line data in process</td>
<td></td>
</tr>
</tbody>
</table>

**Annual Goals**

(Identify school wide and subgroup goals as applicable)

**Specific Annual Actions**

- 2015-2020: Purchase educational supplies and materials purchased that are common core aligned.

**Measurable Outcomes**

Method for Measuring: Number of books and software licenses

- Baseline
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020

**School wide & all students:**

All students will have access to educational supplies and materials that are common core aligned.
## FACILITIES MAINTENANCE

### STATE TREND #1: BASIC SERVICES

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify school wide and subgroup goals as applicable)</td>
<td>Method for Measuring: Facility will meet criteria for “facility is in good repair” as outlined on the SARC</td>
<td></td>
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</thead>
<tbody>
<tr>
<td>School wide &amp; all students:</td>
<td>2015-2020</td>
<td>Overall facility score of “good” or better</td>
<td>Overall facility score of “good” or better</td>
<td>Overall facility score of “good” or better</td>
<td>Overall facility score of “good” or better</td>
</tr>
<tr>
<td>We will be compliant on all measures on SARC for Facility is in good repair.</td>
<td>2014-2015: Base-line data in process</td>
<td>Overall facility score of “good” or better</td>
<td>Overall facility score of “good” or better</td>
<td>Overall facility score of “good” or better</td>
<td>Overall facility score of “good” or better</td>
</tr>
<tr>
<td>Maintain a space that is conducive to learning.</td>
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</tbody>
</table>

Overall facility score of “good” or better

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.
# IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

**State Priority #2**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong></th>
<th><strong>SPECFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; all students:</td>
<td></td>
<td>Baseline data in process</td>
</tr>
<tr>
<td>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 EL’s:</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</td>
<td>100% of teachers will be trained to implement common core.</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

2014-2020:

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.

Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.
### PARENT INVOLVEMENT

**State Priority #3**  
Method for Measuring: parent attendance at parent meetings, Sign-in sheets

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>
| **School wide & all students:** Increase the attendance of parents who attend Family Night, also recruit new parents to attend meetings | 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  
| | 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 |
## STATEWIDE ASSESSMENTS

**State Priority #4: Student Achievement**

### Annual Goals

(Identify school wide and subgroup goals as applicable)

### Specific

**Annual Actions**

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<tbody>
<tr>
<td>School wide &amp; all students: 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>2015-2020 Teachers will use data such as interim assessments to tailor and guide instruction</td>
<td>2014-2015: Baseline data in process</td>
<td>Baseline + 1% Increase for ELA and math</td>
<td>Baseline + 2% Increase for ELA and math</td>
<td>Baseline + 3% Increase for ELA and math</td>
<td>Baseline + 3% Increase for ELA and math</td>
</tr>
<tr>
<td></td>
<td>Once base line data has been established we will revise goal. Blended learning model ensures daily intervention and acceleration is available</td>
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<tr>
<td></td>
<td>PD and on-going coaching for teachers using KFET and common core training</td>
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</tbody>
</table>
| | Tutoring after school during study hall | | | | | }

- **Method for Measuring:** Number of students who are proficient for ELA and math

- **Baseline**
  - 2015-2016: Baseline + 1% Increase for ELA and math
  - 2016-2017: Baseline + 2% Increase for ELA and math
  - 2017-2018: Baseline + 3% Increase for ELA and math
  - 2018-2019: Baseline + 3% Increase for ELA and math
  - 2019-2020: Baseline + 3% Increase for ELA and math
### ACADEMIC PERFORMANCE INDEX (API)

#### State Priority #4: Student Achievement

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

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

Not applicable to the school's program.
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; ELL’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</td>
</tr>
<tr>
<td>100% of CELDT data will be accurate and shared with teachers.</td>
<td>Baseline +2 % of EL students will advance one performance level or more</td>
<td>Baseline +2 % of EL students will advance one performance level or more</td>
</tr>
<tr>
<td>Method for Measuring: CELDT Scores</td>
<td></td>
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</tbody>
</table>
### ENGLISH LEARNER RECLASSIFICATION RATE

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

#### ANNUAL GOALS

(Identify school wide and subgroup goals as applicable)

#### SPECIFIC ANNUAL ACTIONS

**MEASURABLE OUTCOMES**

Method for Measuring: Percentage of students who enter KEA as EL and leave as RFEP

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<tbody>
<tr>
<td>Students who enter as ELs as kindergarteners will exit as RFEP by the end of their tenure at KIPP Empower Academy</td>
<td>2015-2020</td>
<td>2014-2015: 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>
<td>Baseline + 2% of EL students who entered in 2013-2014 will exit as RFEP</td>
<td>Baseline + 3% of EL students who entered in 2014-2015 will exit as RFEP</td>
</tr>
<tr>
<td>ELLs will receive small group instructional support to support their language development</td>
<td>Baseline data in process</td>
<td>Baseline + 1% of EL</td>
<td>Baseline + 2% of EL</td>
<td>Baseline + 3% of EL</td>
<td>Baseline + 3% of EL</td>
</tr>
</tbody>
</table>

### AP EXAMINATION PASSAGE RATE [High Schools Only]

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

#### ANNUAL GOALS

(Identify school wide and subgroup goals as applicable)

#### SPECIFIC ANNUAL ACTIONS

**MEASURABLE OUTCOMES**

Method for Measuring: _____________________

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<tr>
<td>Not applicable to the school’s program.</td>
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</tbody>
</table>
### EAP COLLEGE PREPAREDNESS RATE [High Schools Only]

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

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

Not applicable to the school’s program.
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; all students: KEA will sustain an average daily attendance rate of 95%</td>
<td>2015-2020: Incentivize perfect attendance through awards and assemblies. School will use &quot;all call&quot; software to communicate with parents about their child's attendance. Both parents and students will be held accountable for attendance goals. Parents will join in to celebrate students who have perfect attendance.</td>
<td>2014-2015: Base-line data in process</td>
</tr>
<tr>
<td></td>
<td>2015-2016: Kindergarten through fourth grade will sustain 95% ADA</td>
<td>2016-2017: Kindergarten through fourth grade will sustain 95% ADA</td>
</tr>
</tbody>
</table>

Method for Measuring: Attendance Rate (ADA)
## CHRONIC ABSENTEEISM RATE

### STATE Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School wide &amp; all students:</strong> 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>2014-2015: Base-line data in process</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>75% 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>77% 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>80% of Kindergarten through fourth grade will not miss more than 10% of school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>82% of Kindergarten through fourth grade will not miss more than 10% of school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85% of Kindergarten through fourth grade will not miss more than 10% of school</td>
</tr>
</tbody>
</table>

**Method for Measuring:** Attendance Rate

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<tbody>
<tr>
<td>School wide &amp; all students: Kindergarten through fourth grade will not miss more than 10% of school</td>
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</tbody>
</table>
### DROPOUT RATE [Middle and High Schools Only]

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

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

Not applicable to the school’s program.
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT SUSPENSION RATE</strong></td>
<td></td>
<td>Method for Measuring: Suspension rate (unduplicated pupils)</td>
</tr>
<tr>
<td>School wide &amp; all students: KEA’s suspension rate will be 2% or lower</td>
<td>2015-2020 Use a tiered behavior system to ensure school safety Add personnel to support the increase of students</td>
<td>2014-2015: Base-line data in process KEA will have less than 2% suspension rate KEA will have less than 2% suspension rate KEA will have less than 2% suspension rate KEA will have less than 2% suspension rate</td>
</tr>
<tr>
<td>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td></td>
<td>Add personnel to support the increase of students</td>
<td>KEA will have less than 1% expulsion rate</td>
</tr>
</tbody>
</table>
## State Priority #6: School Climate

### Annual Goals
(Identify school wide and subgroup goals as applicable)

<table>
<thead>
<tr>
<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><strong>Method for Measuring:</strong> KIPP Foundation Healthy Schools and Region Survey</td>
</tr>
<tr>
<td>Add personnel to support the increase of students</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>2014-2015: Base-line data in process</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>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>3rd and 4th grade students will rate the item: “my school is safe” as a 4 or better.</td>
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</tr>
<tr>
<td>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
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<tr>
<td>School wide &amp; all students: Students will utilize technology to enhance core content areas</td>
<td>2015-2020 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>
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<tr>
<td>Baseline</td>
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<tr>
<td>Baseline + 1% of students will utilize technology to enhance course of study</td>
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<td>Baseline + 2% of students will utilize technology to enhance course of study</td>
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<td>Baseline + 2% of students will utilize technology to enhance course of study</td>
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<td>Baseline + 3% of students will utilize technology to enhance course of study</td>
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<td>Baseline + 3% of students will utilize technology to enhance course of study</td>
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## [OTHER STUDENT OUTCOMES]

### STATE PRIORITY #8

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify school wide and subgroup goals as applicable)</td>
<td>Method for Measuring: Number of students meeting MAP growth goals</td>
<td></td>
</tr>
<tr>
<td>School wide &amp; all students:</td>
<td>2014-2015: Base-line data in process</td>
<td></td>
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<tr>
<td>Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
<td>55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
<td>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>Teachers will use previous MAP scores to create targeted instruction for each student</td>
<td>55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
<td>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>Ensuring high-quality instruction and targeted support.</td>
<td>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</td>
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</tbody>
</table>

Method for Measuring: Number of students meeting MAP growth goals

**Baseline**
- 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

**2015-2016**
- 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

**2016-2017**
- 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

**2017-2018**
- 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

**2018-2019**
- 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

**2019-2020**
- 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.
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?

KEA, 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

KEA offers a rigorous standards-based instructional program that builds a strong academic foundation on which students can build to be successful in the future. Our teachers create and utilize curricular resources beyond those specified in the original charter to ensure that our students have access to the most rigorous content available. 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, KEA students are preparing to be artists, scientists, authors, athletes, and agents of change who develop projects that will impact the local and global community.

KEA’s curriculum is designed specifically to meet the needs of our students, ensure that they are at or above grade level in all core subject areas and help them ultimately reach the goal of college graduation. To do so, our team researches the best curricular programs we can find and picks and chooses the best aspects of those programs to infuse into our academic program. We have focused extensively on integrating our blended learning model into our ELA and Math course 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 at or above grade level, as measured by the STEP Reading Assessment and F&P Reading Assessment for the upper grades. Students are also writing at or 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 Lucy Calkin’s rubrics to identify areas of strengths and growths.

The true curriculum of KEA is a homegrown curriculum built on the mastery of California Content, Next Generation Science, and Common Core standards. All teachers are expected to use the selected curriculum as a foundation and use engaging pedagogical techniques to lift the material off of the page and into standards-based lesson plans:

● Hook/Motivation
● Learning Objective
● Vocabulary
● Instruction
● Guided Practice
● Check for Understanding
● Independent Practice
● Assessment

During the planning process, a KEA teacher considers how her instruction will meet the individual needs of each student, using the Common Core, Next Generation Science, and California Content standards in Social Studies and other special courses like PE to determine learning objectives for each lesson.

Additionally, teachers incorporate the different learning modalities and multiple intelligences into each lesson plan, primarily in the modeling, guided practice and independent practice components. This work is informed by the research 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*. Instruction is provided in a mixture of groupings throughout the day depending on subject and task. Teachers employ a combination of whole class instruction and learning groups to maximize their effectiveness. KEA teachers are cognizant of the importance of movement, especially with kindergarten and first grade students, and rotate groups among locations throughout the room in accordance with their attention span and what is developmentally appropriate.

KEA teachers differentiate instruction based upon the needs of their students through modifications to the instructional content, process, or product while ensuring they are providing the needed scaffolding to set their students up for success. Our teachers use data gathered through informal notes, checks for understanding, and exit tickets to inform differentiated instruction. The staff engages in deep and robust professional development by using data dive protocols to illicit trends amongst students and to then inform next steps in instruction to match their needs.

Our core ELA and math instruction is driven by our use of innovative tools, including iPads, laptops and chrome books, to make the curriculum accessible to students in a 21st century manner. In math, students use adaptive programs that help differentiate the content for all students. In ELA, students have access to reading
comprehension programs as well as a variety of applications that support specific needs from phonemic awareness to using evidence from text to support conclusions. Technology is a tool that enhances the overall academic program at KEA.

By utilizing the above teaching methodologies and building a professional library and resource base, which is incorporated into professional development, our teachers are able to address the varied needs of all students.

In addition to a strong curricular program, our students benefit from extracurricular programs. All students have access to enrichment courses, or “specials” daily. Our specials program includes, but is not limited to Art, Spanish, and Breakdance/Step. In the coming years we plan to continue to build our “specials” to meet the needs and preferences of our school community. As families make suggestions, such as adding a choir, we hope that the flexibility in the “specials” program will support students as we seek to education the whole child and prepare them for middle school, high school and college. Students also have additional electives run by teachers once a month.

It is important to understand KEA’s blended learning model, which informs the implementation of much of our curriculum. The section below describes the model in detail and includes the various classroom arrangements in use at KEA. Following this section is a discussion of the key components of our curriculum.

**Blended Learning at KEA**

KEA uses an innovative rotational blended learning model to ensure high-caliber small group instruction despite class sizes of up to 30 students. Students are typically divided into two to three level groups that rotate among stations in 30 minute blocks. Students are always in groups of no more than 15, allowing for maximum attention from a teacher. One group of students sits at the computers in each classroom, learning key academic and technological skills online. They engage in student-centric, engaging, adaptive technology administered through a variety of software program providers. As a result, these students receive differentiated supplementary instruction in reading, writing, and math matched to their learning needs that are responsive to their performance. If students show mastery of a standard in the online program, that student will be accelerated to the next lesson based on their learning speed. This significantly improves upon the traditional one-size-fits-all approach of a single teacher delivering one standard lesson to a class full of students. If a student is struggling, the program cycles back to re-teach lessons and generates reports for teachers to use to provide further intervention. This allows teachers to work with another small group of students in small-group and individualized instruction to meet their diverse learning needs. This instruction is informed by the data teachers collect from internal assessments and the online programs, which provide a more complete picture of student learning. Often, another group of students engage in independent work such as reading, writing, or targeted worksheets during rotations.

In the 2014-15 school year, KEA students are using a variety of online programs that vary based on grade level and the subject area. Programs currently in use are ST Math, iStation, Zearn, Achieve3000, Typing Pal, and Accelerated
Reader. As technology advances and more online content becomes available for students, particularly KEA’s youngest students, the School Leader may select additional content or choose to replace the current online curricula with others that may be more effective based on research and evidence from other schools with blended learning models.

There have been many attempts across the country to implement a blended instructional learning model, each with varying complexity and scope of implementation. KEA’s program is unique in many ways:

- KEA has created a whole-school model that supports the implementation of blended learning and small group instruction. This model is integrated in every classroom, guiding school-wide schedules, teachers’ instructional decisions, and student learning trajectories.
- Both mathematics and English language arts have a codified technology-assisted component. Teachers are already experimenting with adding technology to additional subjects such as art and social studies.
- Every teacher receives comprehensive professional development throughout the year to improve their use of differentiated instruction, data, and classroom management, learning and developing best practices.
- KEA is constantly reflecting on the design and effectiveness of its blended learning model. Each year, the school analyzes the program and its effectiveness. Data from each school year are used to improve upon the program’s design with a goal of improved student outcomes.

Classroom Arrangements

KEA teachers use a variety of classroom arrangements in Transitional Kindergarten through fourth grade to support the school’s blended learning model and ensure that students receive highly effective instruction targeted at their individual needs. See “Instructional Day” for a typical use of classroom arrangements throughout the day. The first arrangement, referred to here as Classroom Arrangement A, is depicted below.

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18 Kindergarten classrooms use similar arrangements with the addition of a second adult during the literacy block. For more information, please see the ‘English Language Arts’ section.
Classroom Arrangement A

In this arrangement, one-third of the class is engaged in small group instruction with a lead teacher, one-third is engaged in independent practice, and one-third is engaged in self-directed learning on individual computers.

Classroom Arrangement A is utilized extensively throughout the school day. For example, during the math block (typically 75-90 minutes), students rotate among the three stations, spending an equal amount of time at each station. As described above, students on the computers work with subject-specific adaptive online software programs that have been carefully selected for engagement and rigor. Students that are working with the teacher receive targeted, level-appropriate instruction. During writing, students at the independent workstation write in their journals or work through the steps in the writing process to publish a writing piece. During math, students work on math problems that are an extension of the teacher-directed lesson.

During the English language arts block (90-100 minutes), students spend 22-25 minutes with the lead teacher and 22-25 minutes on the computers. Students also spend two 22-25 minute blocks engaged in independent practice. During independent practice, students read independently, work on reading response assignments, or engage in Word Work centers. The addition of this second independent block has allowed KEA to increase its focus on literacy.

Classroom Arrangement B

Classroom Arrangement B, depicted below, is utilized in first through fourth grade mainly during science and at times during writing for 35-40 minutes per day.
In this arrangement, approximately half of the class is engaged in small group instruction with a lead teacher while the other half is engaged in either independent practice or self-directed learning on computers. The teacher leads instruction with one group of students, while the other students work independently on computers. Students practice this type of self-directed learning extensively at the beginning of the school year so they understand what is expected of them during this time and how they are held accountable.

**Classroom Arrangement C**

In Classroom Arrangement C (depicted below), the least common arrangement at KEA, the lead teacher instructs the entire class of students.

Teachers use this scenario in specific blocks during the school day that require whole-class instruction. For example, during the Making Meaning block, the teacher reads a book aloud to the entire class in this format and asks comprehension questions.

**Curriculum and Instruction**

The KIPP pillar Power to Lead means that every KIPP School Leader is allowed to independently make curriculum decisions in the best interest of their students; therefore, KEA retains the right to select appropriate research-
based curricula that may include, but are not limited to, the following instructional programs:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Programs</th>
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<tbody>
<tr>
<td>English-Language Arts (Core, College Preparatory)</td>
<td>Reading Mastery, KIPP Wheatley, Scholastic Guided Reading, Lucy Calkins Writers Workshop, Achieve 3000, Accelerated Reader, iStation</td>
</tr>
<tr>
<td>Math (Core, College Preparatory)</td>
<td>Eureka Math, Singapore Math, ST Math, Zearn</td>
</tr>
<tr>
<td>Science (Core, College Preparatory)</td>
<td>Delta Science, FOSS, Seeds of Science/Roots of Reading, Engineering is Elementary</td>
</tr>
<tr>
<td>Social Studies (Core, College Preparatory)</td>
<td>Reflections, Taught through Read-Alouds and teacher-created units</td>
</tr>
</tbody>
</table>

KEA has identified each of these instructional programs due to its comprehensive nature and alignment with the California Common Core Standards for ELA and Math, the Next General Science Standards, and the California Content standards for Social Science and all other applicable subjects. Each program includes teaching approaches to differentiate instruction, meet the needs of English learners, and challenge students who are achieving above grade level. Each program has been created by reputable publishers with a successful track record serving similar student populations to KEA.

KEA selects additional materials and instructional activities based on input from teachers during grade level meetings. Grade level chairs, selected based on their teaching and leadership ability, bring the team’s input to the Leadership Team comprised of representatives from each grade level who finalize the decision with the Leadership Team. Guided reading texts are 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 Leadership Team, teachers, and grade-level leaders. When selecting texts, the school takes into account lexile levels to determine which levels students should be reading at each particular grade. KEA provides age-appropriate texts that are at students’ individual reading levels to promote reading growth for all students.

In addition to the materials listed above, KEA has incorporated standards-based online learning programs to supplement instruction in core subjects. Through rigorous and engaging online content such as (but not limited to) IStation, Achieve 3000, ST Math, and Zearn, students are able to access individualized instruction at their level to practice what they have learned in class and strengthen their 21st century computer literacy skills through sustained daily use of computer hardware and software. When considering additional online learning content, the School Leader examines the level of academic rigor, the likelihood that content will engage students, and each program’s alignment to the Common Core standards.

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

Implementing the Common Core

KEA is fully implementing the California Common Core standards. KEA uses the Common Core standards for ELA and math, Next Generation Science Standards for Science, and California Content standards for other subjects like History, Social Science, and Health. KEA’s Common Core plan incorporates the following components:

● Utilizing Common Core standards, California Content standards and Next Generation Science standards to drive instruction;
● Incorporating performance tasks to assess Common Core standards in summative assessments;
● Developing and articulating criteria for success at each stage of timeline;
● Identifying and providing teacher/instructional support and resources; and
● Ensuring technology readiness with support from KIPP LA’s technology team.

In addition to the selected instructional programs, teachers use a variety of supplemental materials to reinforce and enhance mastery of the content standards. Supplemental resources that may include:

● Rigby Books
● Text Talk
● Reading Mastery
● Fundations
● Words Their Way
● Standards Plus
● Making Meaning

Through the combination of the many curricular materials in place in our classrooms, and the high-quality instruction our teachers are trained to provide, we are confident that our students will be able to master the higher-order skills demanded by the Common Core. Additionally, KEA has aligned all of its internal assessments with Common Core item types and is administering those assessments online via Illuminate Education, our student information system. By incorporating these types of assessments throughout the school year, KEA’s students will be prepared to take the Smarter Balanced Assessment by third grade.

Technology

Excelling in technology is an essential skill in today’s global society. As a result, KEA students begin to develop their
technological skills in kindergarten through KEA’s blended learning model. Our blended learning model supports students’ technological literacy in every grade level and classroom from kindergarten to fourth grade. Using computers daily gives students a foundation from which to build strong technical skills. As they progress through our elementary program, they continue to grow in their mastery of technology, with a particular focus on using computers as a learning tool through typing, publishing digital work, and performing online research.

To assist our teachers in teaching technological literacy, we use Engineering is Elementary in addition to online curriculum to supply the necessary materials for our teachers. This curriculum integrates technology and engineering into science and makes connections to literacy, math, and social studies. Engineering is Elementary provides lesson plans, black line masters, storybooks, and assessments. This hands-on program fosters an active learning environment that engages students as they understand rudimentary engineering concepts, science themes, and technology. The technology-infused Engineering is Elementary curriculum is taught at times during the 35 minutes allocated for science instruction.

Our students will use computers daily starting in kindergarten with adaptive software programs and online assessments, begin typing instruction in first grade, and be producing work using online tools starting in second grade. By fourth grade, our students will become competent users of technology. For example, our fourth grade students will be able to give oral presentations, using Keynote or Google Presentations, about a topic they researched or a personal experience that they had. In addition, KEA’s fourth grade students will learn to publish final drafts of their written work using Google Documents, become adept at using Internet search engines, and use the internet for researching new topics.

Starting in 2014-15, KEA will participate in an effort across KIPP LA to implement the 2007 International Society for Technology in Education (ISTE) Standards and Performance Indicators for Students. These standards are written for students in grades K-12 and as such we do not expect our students to have mastered every one before they exit KEA at the end of fourth grade. The ISTE Standards are as follows:

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. Students:
4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology.
and practice legal and ethical behavior.


Using the scope and sequence of ISTE National Educational Technology Standards, a representative from KEA will work with a KIPP LA-wide team to develop unit plans and lesson plans that follow this framework. KEA’s teachers are encouraged to infuse their instruction and student learning with technology as much as possible.

**Intervention**

When students need support in addition to small group instruction and blended learning, KEA has an extensive intervention program based on the Response to Intervention system. Teachers tier students in reading, writing, and math to help identify which students need additional support. In Kindergarten and 1st grade, staff members use the Read Well program to boost fluency and comprehension. An additional Intervention Teacher for 2nd-4th grade and an Intervention Aide pull out small groups during non-core instructional time to work on reading, math, and writing skills.

On a quarterly basis, teachers will continue to tier their classes to identify new students for intervention. The Intervention Coach runs All Students Will Learn meetings, similar to a Student Success Team, to review students of concern, strategies to implement in class, and possibly provide intervention to students as well.

**Key Components of Educational Program**

**English-Language Arts and Writing**

Literacy is the focal point of all instruction at KEA, as the school acknowledges literacy’s fundamental importance in every academic discipline and in life. As a result, we allocate a minimum of 90 minutes every day to English Language Arts. To promote literacy, our English-Language Arts program provides a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. Students benefit from instructional time dedicated to phonics, reading comprehension, fluency, phonemic awareness, vocabulary, oral language, and writing. The core ELA program in grades kindergarten through fourth is supplemented with a variety of novels, storybooks, and other selections that enhance the program. Students also engage in a variety of online literacy programs.

KEA utilizes a rotational blended learning model in all grade levels in which students rotate between teacher-led guided reading and phonics instruction and computer-assisted learning with a variety of online learning providers (OLPs). This model allows for intensive daily small group instruction, a hallmark of the instructional program at KEA. All teacher-led literacy instruction takes place in leveled small groups ranging in size from six to 15 students depending on the needs of the students. Working with small groups of students who are all performing at the same level allows teachers to more effectively differentiate instructional techniques and meet the needs of the individuals in the group. When students are not working directly with a teacher, they are engaged in online
learning content that vary by grade level, including IStation, Accelerated Reader, and Achieve3000. On a typical day, students spend 30 minutes in teacher-led ELA small group instruction, 30 minutes using an online literacy program, 30 minutes in self-directed learning, and in grades 1-4, an additional 30 minutes in whole group literacy instruction such as a read aloud.

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

- **Word Work**: Students receive intensive instruction in phonics, vocabulary, and spelling.
- **Shared Reading**: The teachers and students work from a common text to study particular reading fluency skills and strategies. Literature choices take into consideration themes across content areas and literature genres.
- **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 strategy provides students with enrichment and remedial instruction to ensure each student is a successful reader.
- **Decoding**: Teachers systematically teach students to blend and segment sounds into words so students can employ these decoding skills while reading or writing.
- **Morning Message**: Each day during Morning Meeting the teacher sets the stage for that day’s learning by guiding the students through a shared and guided reading and writing activity. At the beginning of the year, the messages read during this time are generated by the teacher. However, as the year continues, ownership for this message increasingly belongs to the students. Teachers use this time to practice sight words as well as reinforce punctuation, grammar, and spelling. Once the message is written, the class practices reading the message to build reading fluency and decoding skills.
- **Independent Reading**: Teachers set a time aside each day for independent reading.

Writing effectively is an essential communication skill all students must possess. As such, writing is a core content area at KEA. During the writing block, teachers use various approaches to develop students’ writing skills. Approaches include:

- **Shared Writing**: As a whole group, students write common texts to practice and model different types of writing, elements of style, and grammar. This is also a good time for teachers to model and reinforce the writing process.
- **Guided Writing**: Students work with the teacher collaboratively to create a piece of writing to develop and enhance their writing skills.
- **Independent Writing**: Students spend time daily writing in journals, writing about a particular topic, or developing a writing piece for a particular purpose. This time emphasizes self-reflection and self-
KEA’s writing curriculum is informed by the Lucy Calkins Common Core Writing Workshop approach. As the teachers teach the Common Core writing standards, they use the Lucy Calkins workshop method, which develops students’ writing in a complete manner. At the end of the instructional cycle, all students complete a school-wide prompt based on a genre the students have been studying. With the entire school writing on the same topic, it allows entire teaching team to use one another as a resource to seek ideas to best support their students.

Literacy is a focus in all subjects at KEA. Through teacher collaboration, reading and writing strategies are reinforced across all of the disciplines. Teachers employ reading skills in reading science textbooks and materials; in social studies textbooks, primary sources, and materials; and in math textbooks and word problems. Teachers also stress writing 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 applicable in all subjects.

The Leadership Team for KEA is responsible for staff development in ELA and writing, leading all professional development. The School Leader, Assistant School Leader, Dean and Intervention Coach work collaboratively to ensure all grade levels are receiving the support they need so that KEA students become prolific readers and exceptional writers.

**English Language Development**

KEA will comply with all federal, state, and judicial mandates for English Learners. Given the demographics of the Los Angeles Unified School District, KEA expects that a 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, KEA will implement a comprehensive structured immersion program, in every mainstream classroom, for its EL students. It is the goal of KEA 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 KEA 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 KEA’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 KEA’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 KEA:

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

KEA 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, KEA 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.

KEA 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

Math is a core content area and contains many of the essential skills our students will need to be 21st Century
Learners. As a result, we allocate between 60 and 90 minutes each day to math instruction. The math curriculum at KEA is designed to ensure that every student understands all math strands, is able to perform accurate computations, and can apply problem-solving skills at high levels in the real world. KIPP believes that these strands are taught best through a combination of conceptual-based learning, 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, KEA must ensure that our students develop a solid math foundation gain a high level of mathematical knowledge and skills to put them on the path to and through college.

Math is a focal point of instruction at KEA given its fundamental importance in academics and in life. As in the English language arts block, students benefit from a rotational blended learning model in math in which they rotate between teacher-led instruction in small groups of no more than 15 students, independent practice, and computer-assisted instruction through a variety of online content providers. The math program draws from a variety of resources including textbooks, critical thinking activities, and math manipulatives. In each grade level, students learn the fundamentals of each math strand, which include number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning.

KEA utilizes the Eureka Math program and Singapore Math program in grades kindergarten through fourth to teach the California Content Standards and Common Core Standards. Eureka Math is a Common Core-aligned curriculum that is being used widely across the KIPP network. It is a comprehensive curriculum that includes sections dedicated to fluency, application, concept development, and student debriefs to focus learning on the concepts behind each process. Singapore Math focuses on teaching concepts first through concrete methods as well as through pictorial representations before concepts are made abstract. This approach has earned Singapore math high praise from many educators around the world and has helped catapult the country of Singapore to consistently top world rankings in student math performance. KEA will use this program as a tool to ensure mastery of the California Content Standards and Common Core Standards in Mathematics. KEA’s teaching staff uses Eureka Math as a base and builds upon it to create standards-based lesson plans that fit the needs of our students. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed.

As in English language arts, KEA supplements its teacher-led mathematics instruction with a variety of online learning providers (OLPs) based on the needs of our students. KEA currently uses ST Math and Zearn for math. ST Math is an online program targeted at grades K-5 that focuses on deep, conceptual mastery of math topics. The program uses a visual-based approach to instruction to tap into students’ spatial-temporal reasoning ability. The program was developed by researchers at the University of California at Irvine and is Common Core-aligned. Zearn, another online program, provides math lessons that are fully aligned to the Common Core and are adapted from
EngageNY, the only comprehensive math curriculum created specifically for the Common Core.

To address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, KIPP supplements math instruction with critical thinking and problem solving activities, which assist in developing a greater understanding of math concepts and higher order thinking skills.

Our teachers will use and reinforce math skills in various other content areas across the school. For example, they will use math skills in science when students measure temperature. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are applicable beyond.

The KIPP Foundation is currently providing training to two members of KEA’s Leadership Team to help implement the shift to the Common Core in math. In this course, dubbed “Math Is Life”, participants explore how students develop concepts as well as the instructional strategies that connect mathematical content standards with the Standards for Mathematical Practice. They will leave this course better equipped with the pedagogical and content knowledge required to lead students to the deep understanding required for increasingly advanced math. In this “train the trainer” approach, the Leadership Team members will bring their learnings back to the staff on a regular basis and lead the staff through professional development to implement new practices.

Science
Establishing a strong foundation in science will enable students to critically observe the world and develop their intuition as well as their observation, thinking, and analytical skills. KEA uses a combination of Delta and Foss science modules and Roots of Reading, Seeds of Science as our hands-on science curriculum in kindergarten through fourth grade as a tool to ensure mastery of the California Content and Next Generation Standards in science. The teaching staff uses these resources as a base from which they can build standards-based lesson plans. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed.

Science instruction mainly utilizes an exploration-based approach supplemented with some nonfiction texts. Students engage with the material by conducting experiments and watching video clips that bring certain topics to life. Students have the opportunity to conduct research to deepen their knowledge base on a particular topic both online and in classroom libraries. We also seek to integrate science instruction into other aspects of our day by incorporating a daily science standard during our morning meeting. For example, kindergarten students learn to group and sort objects by such characteristics as texture, size, and shape. KEA makes a concerted effort to incorporate non-fiction texts into each student’s weekly reading selections and each teacher’s read aloud selections.

The science instruction across grade levels is organized to best facilitate the students’ mastery of their grade level content standards in each of the following content strands: physical sciences, life sciences, earth sciences, and investigation and experimentation.
The Leadership Team for KEA is primarily responsible for staff development in science.

**Social Studies**

To become global citizens and agents of change who will positively impact the community, our students must develop a strong sense of history and social, economic, and political trends. KEA uses the California Content Standards in kindergarten through fourth grade to create units of mastery and build standards-based lesson plans. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed.

Social studies instruction utilizes a nonfiction text-based approach in combination with exploration through realia and primary and secondary resources and video clips that bring certain topic to life for our students. Students have the opportunity to conduct research—particularly around current events—and seek out resources to deepen their knowledge base on a particular topic. Teachers work collaboratively to make connections across other disciplines and reinforce topics taught throughout the day.

During their time at KEA, our students build their historical and social sciences analysis skills through the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, point of view, and historical interpretation.

In accordance with the California Content standards, our curriculum is organized around the following topics in each grade level:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Learning and Working Now and Long Ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>A Child’s Place in Time and Space</td>
</tr>
<tr>
<td>Second Grade</td>
<td>People Who Make Difference</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Continuity and Change</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>California: A Changing State</td>
</tr>
</tbody>
</table>

The Leadership Team for KEA is primarily responsible for staff development in social studies.

**Non-Core Areas of Instruction**

**Community Circle (College Preparatory)**

To ensure that our students develop their character skills and personal habits as well as their academic skills, KEA students engage in a daily community circle time. We allocate time each day to strategically teach and discuss the character traits we believe are so vital for our students to be successful in life.

In addition to sharing common values across the school, each classroom focuses on the development of virtues and character strengths in accordance with the work of Martin Seligman, the founder of Positive Psychology and author of *Authentic Happiness*. This work goes beyond KEA’s focus values and incorporates the character traits that Seligman has determined students need to be successful in life. Each week classes engage in community circle time, combining character development with conversations that serve to improve the community. For example, if a class hears about a family in the community that lost its house to a fire, the students in each class in that grade
could organize a project and oversee all aspects of its implementation including gathering items for the family such as clothing and toiletries. A project like this not only teaches our students about love, but also shows them the virtues of justice, humanity, transcendence, and courage. Further, Community Circle allows students to engage in activities beyond the local level, such as service learning through projects targeted on national and global scale, thus further developing their global perspective.

In addition to the teacher-led community circle time, the Leadership Team and support staff conduct values lessons with each grade level on a rotating basis. They plan lessons to assist in the mastery of the KEA values and gather resources such as children's books and songs that assist in teaching these values. Furthermore, the staff draws upon the Second Step curriculum as an additional resource. Second Step is a violence prevention program that provides lessons for teachers and administrators to use with their students on a wide array of topics such as anger management, conflict resolution, and self-control. Teachers may also use Second Step curricular materials as needed during community circle time.

The Leadership Team for KEA will be responsible for staff development to ensure effective community circle time.

**Visual Arts**

The KEA visual arts curriculum revolves around the concept of the "medium of the month." The art teacher develops a long-term plan as well as monthly “medium of the month” units to teach the California Visual Arts grade-level standards. Lessons are planned around the artist's creative expression, aesthetic perception, and values. Daily lesson plans either focus on introduction: acquiring and exploring concepts and skills through developmentally appropriate experiences; master: applying and gaining fluency of skills and knowledge in order to demonstrate mastery in a developmentally appropriate way; and reinforce: reviewing, maintaining and extending skills and concepts to insure continued application, generalization and exploration of previously learned concepts, skills, procedures and facts. All grade levels study and model the artist's techniques and learn about his or her sensibility.

Our job as artists and art educators is to teach our students how to see actively, and give form to their thoughts while empowering their confidence and belief in their own uniqueness. Art is each child’s way to communicate personal thoughts, feelings, and values.

The overriding questions we ask each student to consider are:

- How do we think like an artist?
- How do we make art?
- How do we talk about what we have made?
- How does the art that we have made connect with the world of art?

The visual arts teacher for KEA is responsible for implementing the visual arts program at the school. Therefore, the visual arts teacher attends all staff training that pertains to core content areas. He or she is encouraged to
further his or her professional development by observing other visual arts teachers in Los Angeles and by attending visual arts-related workshops in the area.

While teaching visual arts is essential for cultivating a well-rounded student, we do not consider it a core content area. As a result, we do not allocate as much time to this subject area as we do to English Language Arts, writing, math, science or social studies. Students have art for 45 minutes twice a week.

Physical Education

As KEA strives to develop the whole child, physical education is an important component of the school’s program. Students will receive 45 minutes of physical education (PE) instruction twice a week. PE classes develop the students’ motor skills while promoting good health habits that have a significant effect on students’ overall well being. In addition, students will develop sportsmanship and teamwork skills.

Our PE program is organized in accordance with the California Content standards in PE at each grade level, which follow these overarching standards:

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

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

The physical education teacher for KEA is responsible for implementing the physical education program at the school. While we encourage cross-curricular connections, no other teacher at the school is responsible for implementing this program. The physical education teacher is/are also responsible for keeping up to speed on what the students are learning in the core content areas to see if he or she can make connections during PE class to what the students are learning elsewhere. Therefore, the physical education teacher attends all staff training that pertains to core content areas. He or she is encouraged to further his or her professional development by observing other PE teachers in Los Angeles and by attending workshops in the area.
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. At KEA, it is a blended class that offers a smaller class size, more individualized instruction and developmentally appropriate strategies to younger students and students who are entering school with little or no academic skills. With these supports in place, all TK students finish the year well prepared for the rigor of kindergarten and many TK students leave prepared for first grade.

TK ensures that children have these pivotal skills, which are foundations to successful learning, when they begin kindergarten. Transitional kindergarten 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.

Academic Calendar and Schedules

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

Each year, KEA 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 5. KEA Academic Calendar

KIPP EMPOWER ACADEMY

2015-16 Academic Calendar

08/10: School Starts
09/07: No School - Labor Day
09/25: School Planning Day

10/19: KIPP LA PD Day
10/20: School Planning Day
11/11: No School - Veterans Day
11/16-11/20: P/T Conferences
11/25-27: Thanksgiving Break

12/22-01/08: Winter Break
12/22-01/08: Winter Break
01/11: School Planning Day
01/18: Martin Luther King Jr. Day

02/15: Presidents Day
02/17: School Planning Day
02/22-02/26: Spring Break
03/26: KIPP LA PD Day

03/29-04/02: Spring Break
04/03: School Planning Day
04/16-04/20: P/T Conferences
05/28: Memorial Day

06/16: Last day of school
06/18-06/20: Early Dismissal
06/22: Early Dismissal
06/24-06/26: Early Dismissal
06/29: Early Dismissal
06/30: Final Day

KEY/LEGEND:
- School in session
- No School
- Pupil Free Day
- Early Dismissal
- Early Dismissal

DISMISSAL TIMES:
4:00 PM: Regular Day
1:30 PM: Early Dismissal
### Figure 6. KEA Instructional Days and Minutes

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</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></td>
<td></td>
<td></td>
<td>185</td>
<td>36000</td>
<td>81675</td>
<td>45675</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>130</td>
<td>495</td>
<td>55</td>
<td>315</td>
<td></td>
<td></td>
<td></td>
<td>185</td>
<td>50400</td>
<td>81675</td>
<td>31275</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>130</td>
<td>495</td>
<td>55</td>
<td>315</td>
<td></td>
<td></td>
<td></td>
<td>185</td>
<td>50400</td>
<td>81675</td>
<td>31275</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
<td>130</td>
<td>495</td>
<td>55</td>
<td>315</td>
<td></td>
<td></td>
<td></td>
<td>185</td>
<td>50400</td>
<td>81675</td>
<td>31275</td>
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<tr>
<td>4</td>
<td>Yes</td>
<td>130</td>
<td>495</td>
<td>55</td>
<td>315</td>
<td></td>
<td></td>
<td></td>
<td>185</td>
<td>50400</td>
<td>81675</td>
<td>31275</td>
<td></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

KEA 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 and to support the school’s blended learning model.

We have built a supplemented schedule to ensure students have a significant amount of time allocated to English-language arts. Students have multiple opportunities to develop math skills through the morning math meeting as well as the math block. Students also engage in focused blocks of social studies and science/technology, which alternate after four to five weeks. The schedule is also designed to allocate time to art, music, and physical education, which KEA believes are essential to build upon students’ natural talents. In addition, community circle time is scheduled to allow students to develop meaningful projects that target their character development.

Kindergarten also includes a rest time. Sample daily schedules for each grade level are shown below.

### Figure 7. Sample Kindergarten Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Home Room A</th>
<th>Home Room B</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 - 7:40</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:30 - 8:00</td>
<td>Centers / Morning Routine</td>
<td>Centers / Morning Routine</td>
</tr>
<tr>
<td>8:00 - 8:10</td>
<td>Community Circle</td>
<td>Community Circle</td>
</tr>
<tr>
<td>8:10 - 9:25</td>
<td>Writer’s Workshop and Shared Reading</td>
<td>Reading Block</td>
</tr>
<tr>
<td>9:30 - 10:45</td>
<td>Reading Block</td>
<td>Writer’s Workshop and Shared Reading</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>10:45 - 11:10</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>11:10 - 11:35</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:35-11:55</td>
<td>Math Meeting</td>
<td>Read Aloud/Text Talk</td>
</tr>
<tr>
<td>11:55 - 12:40</td>
<td>Math</td>
<td>Recharge</td>
</tr>
<tr>
<td>12:40 - 1:00</td>
<td>Snack/ Math Meeting</td>
<td></td>
</tr>
<tr>
<td>1:00 - 1:45</td>
<td>Recharge</td>
<td>Math</td>
</tr>
<tr>
<td>1:45 - 1:55</td>
<td>Read Aloud/Text Talk</td>
<td>Energizer / Snack</td>
</tr>
<tr>
<td>2:00 - 2:15</td>
<td>STEM</td>
<td>Spanish T &amp; R PE T &amp; R</td>
</tr>
<tr>
<td>2:15 - 3:00</td>
<td>Spanish T &amp; R PE M &amp; W</td>
<td>STEM</td>
</tr>
<tr>
<td>3:00 - 3:45</td>
<td>Closing Circle</td>
<td></td>
</tr>
<tr>
<td>3:45 - 4:00</td>
<td>Closing Circle</td>
<td></td>
</tr>
</tbody>
</table>

Figure 8. Sample First Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:00</td>
<td>Morning Work</td>
</tr>
<tr>
<td>8:00 - 8:10</td>
<td>Community Circle</td>
</tr>
<tr>
<td>8:10-9:30</td>
<td>Reading Block/Writers Workshop</td>
</tr>
<tr>
<td>9:40-11:00</td>
<td>Reading Block/Writers Workshop</td>
</tr>
<tr>
<td>11:00 - 11:10</td>
<td>Math Meeting</td>
</tr>
<tr>
<td>11:10-11:35</td>
<td>Recess</td>
</tr>
<tr>
<td>11:35-12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00 - 1:00</td>
<td>Recharge/Read aloud/text talk</td>
</tr>
<tr>
<td>1:00-2:05</td>
<td>Math</td>
</tr>
<tr>
<td>2:05-2:15</td>
<td>Energizer/Snack</td>
</tr>
<tr>
<td>2:15 - 3:00</td>
<td>Science</td>
</tr>
<tr>
<td>3:00 - 3:45</td>
<td>Specials</td>
</tr>
<tr>
<td>3:45 - 4:00</td>
<td>Closing Circle</td>
</tr>
</tbody>
</table>

Figure 9. Sample Second Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:00</td>
<td>Morning Work</td>
</tr>
<tr>
<td>8:00-8:10</td>
<td>Community Circle / Morning Work Check / Word Work Launch</td>
</tr>
<tr>
<td>8:10-8:30</td>
<td>Word Work Explicit Instruction</td>
</tr>
<tr>
<td>8:30-10:05</td>
<td>Reading Block</td>
</tr>
<tr>
<td>10:05-10:50 (45min)</td>
<td>Close Reading (TA) / Making Meaning</td>
</tr>
<tr>
<td>10:50-11:35 (45 min)</td>
<td>Close Reading (TA) / Making Meaning</td>
</tr>
<tr>
<td>11:35-12:00 (25min)</td>
<td>Recess</td>
</tr>
<tr>
<td>12:00-12:25 (25 min)</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:25-1:45</td>
<td>Math</td>
</tr>
<tr>
<td>1:45-3:05</td>
<td>Shared Reading &amp; Writing</td>
</tr>
<tr>
<td>3:05-3:15</td>
<td>Recharge/Energizer</td>
</tr>
<tr>
<td>3:15-4:00</td>
<td>SS / Science</td>
</tr>
</tbody>
</table>

Figure 10. Sample Third Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:00</td>
<td>Morning Activity</td>
</tr>
<tr>
<td>8:00-8:20</td>
<td>Community Circle</td>
</tr>
</tbody>
</table>
Figure 11. Sample Fourth Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:00</td>
<td>Morning Centers; Getting Ready for the day in an Enjoyable Way</td>
</tr>
<tr>
<td>8:00-8:15:</td>
<td>Mini Lesson for Grammar/Word Work Mini Lesson</td>
</tr>
<tr>
<td>GR: 8:15-8:45</td>
<td>Block 1: 8:45-9:15 GR w/teacher</td>
</tr>
<tr>
<td>GR: 8:45-9:15</td>
<td>Block 2: computer (Achieve 3000)</td>
</tr>
<tr>
<td>GR: 9:15-9:45</td>
<td>Block 3: 9:15-9:45 (Independent Reading)</td>
</tr>
<tr>
<td>9:45-11:00</td>
<td>Math</td>
</tr>
<tr>
<td>11:00-11:10</td>
<td>Brain Break</td>
</tr>
<tr>
<td>11:10-12:25</td>
<td>Writing</td>
</tr>
<tr>
<td>12:25-12:50</td>
<td>Recess</td>
</tr>
<tr>
<td>12:50-1:15</td>
<td>Lunch/common planning</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Transition/cool down from Recess</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Trust Circles</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Shared Reading: Mon/Wed/Fri Tues/Thurs: S.S Science</td>
</tr>
<tr>
<td>2:30-3:15</td>
<td>Art or PE</td>
</tr>
<tr>
<td>3:30-4:00</td>
<td>Tutor time OR S.S &amp; Science, pack up</td>
</tr>
</tbody>
</table>

Professional Development

KEA believes strongly that the selection, development and retention of its leadership and instructional teams are key to achieving its goals and ensuring that its students are on a path to and through college. Below is the professional development schedule for the 2014-15 school year.

Figure 12. KEA Professional Development Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>PD</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/2014</td>
<td>Open Planning</td>
<td></td>
</tr>
<tr>
<td>9/19/2014</td>
<td>GLC/ Committee Meetings</td>
<td></td>
</tr>
<tr>
<td>9/26/2014</td>
<td>PLC (Professional Learning Community)</td>
<td>Topics as necessary</td>
</tr>
<tr>
<td>10/3/2014</td>
<td>PD topic</td>
<td>Norming PBIS</td>
</tr>
<tr>
<td>10/10/2014</td>
<td>Open Planning</td>
<td>Classroom Criteria For Success/GLC Meeting</td>
</tr>
<tr>
<td>10/17/2014</td>
<td>KLA PD</td>
<td>How to Administer the STEP test</td>
</tr>
<tr>
<td>10/24/2014</td>
<td>PD topic</td>
<td>Math Alignment- Data Dive</td>
</tr>
<tr>
<td>10/27/2014</td>
<td>KEA PD (all day)</td>
<td>PLC meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What I wish I knew when I joined KEA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to enter grades/report card rubrics/Illuminate training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAP Data Dive</td>
</tr>
<tr>
<td>10/31/2014</td>
<td>PD topic</td>
<td>Norming PBIS</td>
</tr>
</tbody>
</table>
Staff Recruitment

Staff selection is one of the most crucial aspects of KEA’s success. The goal of the process is to find driven candidates that exhibit key character strengths as outlined by the KIPP framework for Excellent Teaching, have at least two years of successful teaching experience in an under-resourced community, have exemplary student achievement results, and are qualified to deliver the proposed instructional program. They must have strong and positive professional recommendations; demonstrate strong connections with students and their families; be team players that are flexible, smart, community service oriented; embody and exemplify the values of the school; and be committed to the vision and mission of KEA.

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 KEA’s School Leader.
All candidates for teaching positions will undergo a four-step process to ensure they are not only a fit for KEA, but also to ensure that KEA is a fit for them. The four steps are an online application, a submission of written materials, a phone interview, and an in-person interview day, which consists of a panel interview with KEA stakeholders and a model teaching observation. In addition, we will contact at least two references for each candidate.

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**

KEA is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development is essential to help our students excel academically. KEA’s professional development approach has many facets.

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

Teachers participate in professional development one afternoon per week when students have early dismissal days. The primary goal of this time is to analyze data from interim and formative assessments. Teachers analyze the interim assessment results every 6-8 weeks. Secondarily, school-wide professional development is a chance for the staff to address instructional trends in the classroom and ways in which they can better serve students. Topics may include improving checks for understanding, incorporating literacy across all contents, or enhancing differentiation for English Learners.

Finally, teachers participate in content-level and grade-level department meetings weekly. In content meetings, teachers in the same content area meet to review each other’s assessments and lesson plans and provide instructional support. As a content group, they will also have several opportunities throughout the school year to conduct school visits at model schools in an effort to improve instructional practices for their students.

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

Another integral component of professional development at KEA is the observation-debrief cycle (coaching cycle). The Leadership Team observes teachers at least two times per month. Following the observation, the coach and teacher will discuss student learning based on student data and notes from the observation. Teachers are also be empowered to observe and provide feedback to their colleagues. These observations allow the Leadership Team 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 KEA’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 staff across schools to share best practices in curriculum and instruction, assessment, and classroom management and culture. They also contribute building 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, KEA 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 their School Leaders to participate in one of KIPP’s Leadership Pathways. These six leadership development programs are yearlong opportunities for teachers to strengthen their skill set as instructional leaders and grow personally and professionally, often eventually taking on leadership roles within the school. 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.

KEA will comply with all federal, state, and judicial mandates for English learners. KEA’s English Learner (EL) population has increased over time. The 2013-2014 population was comprised of 7.7% English Learners and we expect the 2014-15 population to be approximately the same. The school 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 KEA they are provided with 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 life-skills curriculum. KEA 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, KEA provides a comprehensive structured immersion program in every mainstream classroom, for its EL students. KEA’s goal is for all of its students to leave the school proficient in the English language and with pride and support for their home language.

Teachers at KEA 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 native English speakers. All instruction is in English; however, there may be times when teachers will provide primary language support to students. In addition to structured, explicit language instruction, 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. KEA’s teachers use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English language development of all of students. These strategies are also effective for English-only
students, as they implement strong teaching techniques. When teaching with SDAIE strategies, teachers organize the subject matter so that it is grade-level appropriate and cognitively demanding in the core curriculum. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of 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.

In addition to the structured English immersion modifications teachers make in their mainstream classes within KEA’s extended day schedule, there is ample time for additional intensive English language instruction during small group and workshop time. KEA uses 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 KEA are:

- 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.

Beyond using the CELDT to monitor students’ English language development, KEA staff uses 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 guides 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, KEA may use the following instructional strategies:

- 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 Intervention Teachers to target specific needs;
- Increasing collaborative time to increase the amount of interaction spoken in English;
- Pre-teaching content vocabulary and frontload 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 support development;
- Tutoring;
- Offering service-learning opportunities to increase real world experiences and personal connections.

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. KEA will assess the quality and effectiveness of its EL program based on reclassification rates and CELDT Criterion passage rates. As Figure 13 shows, of the students in grades two and above 67% met the CELDT Criterion on 2014.

**Figure 13: 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>
</tr>
</thead>
<tbody>
<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>78%</td>
<td>n/a</td>
<td>78%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2013</td>
<td>n/a</td>
<td>57%</td>
<td>78%</td>
<td>65%</td>
<td>78%</td>
<td>n/a</td>
</tr>
<tr>
<td>2014</td>
<td>n/a</td>
<td>31%</td>
<td>60%</td>
<td>75%</td>
<td>45%</td>
<td>67%</td>
</tr>
</tbody>
</table>

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

19 KIPP Empower Academy tracks data on 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:

2. 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.

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

4. 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.

5. 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:

6. 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.

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

8. 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:

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

10. 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.

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

IV. Parental opinion and consultation:

12. KIPP LA will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.

13. KIPP LA will provide an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.

14. 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.

KEA 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, four students were eligible for reclassification. Out of those four students, two students were successfully redesignated as Reclassification to Fluent English Proficient, giving a 50% 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**

Because KEA is dedicated to challenging each of its students to reach their intellectual potential within the instructional program, KEA does not offer a formal, separate gifted and talented program. KEA will ensure that it understands the varying needs of all students in all subject areas. Throughout the day, the staff differentiates instruction based upon the individual needs of our students and pushes 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 differentiate the forms of acceleration, depth, complexity, and novelty and 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 KEA are:

- Project-based learning;
- Discovery learning;
- Computer activities;
- 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.

By using assessment information to monitor students’ progress, teachers are able to make the necessary modifications and adjustments to best support students. Teachers utilize the workshop time, Intervention Teachers, and differentiated choices throughout the day to engage gifted and talented students and support them in continual growth. All students at KEA are valued for their individuality and their interests and passions are cultivated. Further, our teachers work together to develop plans to best support students in driving their academic achievement and pursuits based on their learning profiles and specific talents. Our staff is trained in identifying students who are gifted and talented and the 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 receive individual and small group instruction to target their individual needs. These students will be identified through analysis of internal summative and formative assessments and national norm-referenced assessments both at the beginning and throughout the year as well as through observations.

KEA’s small group instruction and rotational model was designed to meet the needs of all students, particularly those that are either below grade level. During whole class instruction, the teacher differentiates instruction based upon students’ needs, interests, readiness, and learning profile. Other types of instructional support that KEA teachers may utilize to support students achieving below grade level include:

- Individual, small group, and workshop time targeting specific standards;
- More time to increase the learning opportunities, including supplemented day;
- Guided reading groups;
- Scaffolding;
- Pre-teaching;
- Technology supports;
- Pairing struggling readers with younger readers, so they feel like they are reading books at their level with a purpose;
● Valuing strengths and build self-confidence;
● Recognizing growth;
● Enhancing parent involvement;
● Tutoring and homework support; and
● Using Intervention 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, KEA will dedicate professional development to address that need. In addition, teachers and administrators 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 via assessments and observations, 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 School Leader, the Counselor, and any other relevant party will convene to discuss the child’s strengths and areas of concern. Participants in the meeting will determine interventions and action steps 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.

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

KEA, 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 KEA 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, KEA believes in high expectations for each of its students regardless of background.

KEA has designed its program to support students from socioeconomically disadvantaged backgrounds. Every teacher at KEA will participate in this process in the following ways:

● More time to increase the learning opportunities and literacy experiences, including supplemented day;
● Vocabulary, including anchored word instruction;
As discussed above, KEA will constantly monitor the academic outcomes of all of our students to ensure that they are progressing academically. This will include internal formative and summative assessments, national norm-referenced assessments, and state-mandated assessments. Teachers will analyze student achievement data at least bi-weekly to track this progress and identify students in need of additional support.

**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
KEA 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. KEA will assist parents and or guardians in providing for these items to ensure that the student is able to actively participate in school. KEA will consider what barriers to education can be removed and what is in the best interest of each child.

A Typical Day
Imani is a kindergartner at KEA. She begins her day with a nutritious breakfast and shakes School Leader Ms. Parasnis’ hand as she enters the school and heads to her homeroom, Howard University.

After putting her backpack away and saying “Good Morning” to her teacher, she joins the rest of her classmates on the carpet for Morning Meeting. During Morning Meeting, she and the other students assist their teacher in reading the day’s message, which is already posted on the easel in front of the classroom. After identifying the weekly sight words in the day’s message, the teacher asks for the Student of the Day, Jaylen, to come up to the math wall and assist with the math portion of Morning Meeting. With the pointer in his hand, he leads the class in singing the Days of the Week Song, the Months of the Year Song, and the other chants and cheers they use to begin their day. Following this routine, the teacher leads the class through two “Problems of the Day,” math problems intended to augment students’ critical thinking.

Once Morning Meeting ends, the students transition to their morning reading groups for the reading block. The reading block consists of three rotations of thirty minutes each. First, Imani walks over to the horseshoe table where she gathers with six other students. An intervention teacher that divides her time between two kindergarten classrooms reviews the sound cards that Imani’s group has been using to practice their decoding skills. After that, Imani practices blending and segmenting words before moving onto read her decodable texts. To boost her fluency, she knows that she must first re-read a previously read decodable book three times before she can attempt to read a harder decodable book with her teacher.

Now that she and her fellow readers have finished reading their decodable books, the intervention teacher leads the group in an echo and choral reading of a new shared story. Her teacher tells her that today’s goal is to learn to use phrasing—reading groups of words instead of one word at a time—to read books more fluently. At first, Imani was not sure she could do it, but when the teacher shows her how to chop up a sentence in parts, she understands what she has to do. The intervention teacher takes a marker and makes a line in between words written on a sentence strip to demonstrate where the natural stopping points are in a sentence. After the teacher models how
to do this, she guides her students as they try it with other sentences that she had prepared on a sentence strip. Finally, the students get a chance to try it with their own sentences. After the students practice breaking down sentences on their own, the teacher hands out today’s decodable story. As they read, the students make connections between the work they just completed to find natural stopping points in today’s story.

Now that the phonics portion of the reading block is over, Imani rotates to the line of computers against the wall in her classroom. Imani spends the next half hour engaged in personalized instruction at her level in phonemic awareness, alphabetic knowledge, vocabulary, comprehension, and fluency, all presented through fun animation and games targeted at her zone of proximal development. Though it feels like a game, the adaptive academic software Imani is using is rigorous and tied to the Common Core State Standards. When Imani feels a tap on her shoulder from the “Tapper,” a student selected especially for this job, she knows it is time to log out of the student portal, hang up her headphones, and transition to guided reading.

During guided reading, the lead teacher in Imani’s class leads her group in a review of the concepts of print. After identifying the front cover, back cover, title, and author of the day’s book, the teacher asks the students what the difference is between an author and an illustrator. Then, the teacher activates the student’s prior knowledge by asking them to recall key events of the story that they read the day before. The teacher reminds the students to use their sequence words: first, then, next, and last. After recalling the key details, the teacher asks the students to remind her of the key strategies that good readers do when they come to a word that they do not understand. The students suggest strategies such as sounding out a word, reading past the word to figure out the meaning of the word, or re-reading the sentence to think about what other words would fit. Once this exercise has ended, the teacher states today’s goal of making inferences based on feeling words. After the teacher models making inferences the students practice making their own inferences while reading the story. As she wraps up the lesson, the teacher asks the students to report how they used the strategy to boost their comprehension during the day’s lesson.

After the reading block is over Imani’s teacher asks her class to monitor how they are feeling at the moment. “Are you feeling any stress in your day right now?” she asks. If so, students are encouraged to monitor their breathing and think positively. Students are also asked to reflect on their learning from the morning and to think about things they can improve upon for the next day.

As her small group heads towards writing instruction, the teacher begins a lesson on sequence words, following up a lesson from reading block a week ago. She likes that now she not only knows what words to use when describing the events in a story, she can also write them using the Word Wall. As she writes, her teacher complements how she is trying to sound out such big words as she writes what letters she hears.

After writing, Imani’s class enjoys recess in the yard, climbing on KEA’s playground and playing blacktop games. After recess, she eats lunch with her classmates and talks with her peers about her family and things she has been doing outside of school.
Upon finishing lunch, Imani beams with excitement because her favorite subject is about to begin—mathematics. Just like in reading, Imani’s class receives math instruction in small groups. Before the teacher states the lesson objective, Imani looks up on the walls of her classroom, which are filled with student work from every subject area.

First, Imani and her classmates in her small group move to the carpet for a lesson on sorting by color, shape and texture with their teacher. This lesson is engaging – Imani loves learning about all of the different ways to sort objects and her teacher makes it fun by incorporating objects Imani has at home into the lesson. Next, Imani and her classmates practice sorting pre-arranged groups of objects by size, shape, and color in independent work. Imani has a great time sorting the blocks and teaching her partner to do the same. Finally, Imani rotates to the computer station where she completes a series of challenges on ST Math, a program where she needs to help Jiji the penguin go from one side of a bridge to another. Once Imani sorts all of the triangles with the triangles and circles with the circles, Jiji gets across. When Imani is done with the rotations, the whole class returns to the rug to report back on what they have learned.

During the afternoon snack break, Imani and her classmates get to sing some songs to develop their oral language skills. After her class returns from bathroom break and has finished their apple slices for snack, she feels energized for the rest of the day.

The afternoon continues with a science discovery lesson. Students have been studying the physical properties of objects (e.g. texture, shape, size, color) and today will measure the weight of objects. The teacher asks students to come up with a hypothesis about which of two objects they think weighs the most. Once students predict which one weighs the most, the teacher demonstrates for the students how to use a balance scale to compare the weight of the two objects. After the teacher demonstrates, she asks for volunteers to assist her in weighing more objects. Imani raises her hand and get picked – she goes up to the front of the class to practice with the scale and confirms her hypothesis about the heavier object. After guided practice, the students will return to their seats to conduct their own experiments.

She then excitedly greets her PE teacher, knowing that she gets to enjoy the warmth of the sun and the fresh air. After going through a series of warm-up exercises, she practices a variety of skips, hops, and jumps to increase her balance and gross motor skills.

At the end of the day, Imani and her classmates get their things together and depart Howard to be picked up by their respective parents in the schoolyard. Her successful day at KEA is now over. Tomorrow will be another great opportunity for her to continue to climb the mountain to college.
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.

KEA 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. KEA strives for its students to meet NCLB’s 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. KEA’S school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities are described in Figure 4 in Element 1.

KEA has clearly 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, KEA will adjust goals and targets to ensure alignment. Each year, KEA 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.

KEA will pursue the following school-wide and subgroup outcome goals, 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

KEA’s mission of is to empower students to be strong in mind, body, and spirit so that they will thrive in elementary school, middle school, high school, college, and life. In order to ensure the realization of this goal, the staff must constantly monitor and measure students’ progress and the effectiveness of the school’s instructional program. The KEA leadership team, the KIPP LA Schools management team and the KIPP LA Board monitor the school’s progress in meeting student outcomes through the assessments outlined below.

Our completed state priorities table in Element I, Figure 4 identifies and describes specific performance targets for all pupils and subgroups.

KEA 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 KEA 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 subgroup 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.

KEA 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, KEA 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, KEA 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).

KEA, like all KIPP LA schools, believes that data is a powerful instructional tool. KEA’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, KEA’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 KEA 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, KEA 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 school’s MAP performance goals listed in Element 1. By assessing students in all grade levels, the KEA 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, KEA 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, KEA 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, KEA has been able to continue to measure student achievement against the rigorous Common Core and SBAC expectations.

**Measuring Pupil Outcomes: Formative Assessments**

**Instructional Cycle and Assessment**

Beginning in kindergarten, KEA teachers will use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science will follow an adapted version of this cycle. Professional development, grade-level planning and 1:1 check-ins between 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.
Using the standards-based pacing calendar, teachers create assessments to appropriately measure standard mastery. 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 assessments to ensure rigor and alignment. Students take quizzes, exit slips, formative and summative assessments online as often as possible in preparation for the state test and to live and excel in the 21st century. Time will be spent developing the capacity of teachers to design meaningful assessments during professional development. Both the school Leadership Team as well as KIPP LA’s academic team will provide professional development.

**Initial Assessments**
KEA 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.

Informal Formative Assessments

Using the initial assessments as a baseline for student groupings and instructional implementation, KEA also implements a variety of formative assessments including anecdotal notes and student work samples to inform instruction.

During small group rotations in ELA and math, teachers take anecdotal notes to identify areas of strength and areas of need. Informal assessments such as these 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. These informal assessments are guided by California content and Common Core standards.

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 that will, in part, focus on planning, lesson observation, feedback, and informal assessments as they relate to student outcomes.

Ultimately, these informal 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.

Interim and End of Unit Assessments

From kindergarten through the fourth grade, KEA will administer interim and end of unit assessments on a regular cycle. Each cycle will range in length from six to eight weeks and will culminate with a standards-based assessment. The standards taught during this 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. When applicable, KEA will utilize the SBAC Interim Assessments and Interim Assessment Blocks in order to track progress toward meeting goals aligned to state wide assessments. Through the administration of common regional assessments, KEA and the other KIPP LA elementary schools will be able to benchmark student progress and share best practices. Additionally, KIPP LA’s management team will be able to monitor progress and provided targeted supports on an as needed basis.

After each cycle’s assessments are completed, teachers will convene to analyze the data, discuss trends, and adjust their instruction for their respective group for the next assessment cycle. Special attention will be paid to the creation of small groups, differentiating instruction for all learners (e.g. Struggling and excelling), and further
enrichment for more advanced students. 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. Furthermore, each teacher will receive one-on-one coaching that will, in part, focus on planning, lesson observation, feedback, and informal assessments as they relate to student mastery of interim assessment standards.

There are several literacy interim or end of unit assessments that KEA will use as our students’ progress from kindergarten through the fourth grade. In kindergarten and first grade, we will utilize the STEP assessment as well as standards-based assessments created by our grade-level teams. Questions used for these interim assessments will be aligned with the California Content and Common Core state standards. Assessments will contain question types common to the SBAC and the MAP assessment. During third 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.

For mathematics, KEA will use end of unit assessments to measure student growth from kindergarten through the fourth grade. Teachers will administer standards-based interim assessments created internally. Questions used for these assessments will be aligned with California Content and Common Core standards, and question types will mirror both the SBAC and the MAP assessment.

In addition, interim writing benchmarks will be administered 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; also teachers will 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 throughout the school year, teachers will administer standards-based assessments. 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. Beginning in second grade and continuing on to fourth grade, students will take interim assessments focused on standards that have been taught in addition to other informal and formal forms assessment tools grade-levels decide to use to inform instruction and measure student progress.

As these 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 Leadership Team will also focus observations based on certain areas of growth in order to provide support to the teachers and drive forward students’ mastery of the standards.

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

<table>
<thead>
<tr>
<th>Figure 14 KEA Interim Assessment Goals</th>
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<tbody>
<tr>
<td><strong>ELA</strong></td>
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<tr>
<td>Interim Assessments</td>
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<tr>
<td>ELA: All students will show proficiency on 85% of standards</td>
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<tr>
<td><strong>Math</strong></td>
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<tr>
<td>End of Unit Assessments</td>
</tr>
<tr>
<td>Math: All students will show proficiency on 85% of standards.</td>
</tr>
</tbody>
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**Assessment in the Non-Core Subjects**

**Spanish**

To monitor students’ progress in mastery of national Spanish/foreign language standards and language functions throughout the school year, standards-based assessments will be administered. 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. For example for listening and speaking skills in Spanish, students will participate in oral quizzes or presentations. If Spanish is offered in additional grade levels, students will take interim assessments focused on standards that have been taught in addition to other informal and formal forms assessment tools grade-levels decide to use to inform instruction and measure student progress.

**Physical Education**

Using the physical education scope and sequence to build a standards-based pacing guide will allow the teacher to build a program in which progress can be assessed. Given the number of standards for physical education, the teacher will aim to design authentic assessments that pull in various strands of standards. Again, given the nature of each standard, some standards may be better assessed through an objective measure, such as a timed activity or a particular physical task, to determine students’ knowledge.

**Visual Arts**

To ensure students are mastering the California content standards for visual arts as well as growing in their overall knowledge of art history, 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 re-teach in order to ensure all students acquire the necessary skills and knowledge to be proficient in the California 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.

**Data Analysis and Reporting**

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 KEA 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, KEA’s administrators and teachers are able to access student, classroom, and school level data in real time to create student groupings, align instruction with student needs, and reassess scope and sequence as necessary. It allows data to be aggregated by student subgroup, classroom, and grade level. Additionally, Illuminate allows teachers to create and administer assessments and easily collect data on student performance on those assessments, including the 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.
Data is entered into KIPP LA’s student achievement data system, Illuminate. Illuminate automatically creates standard reports and teachers or the leadership can request specific reports from KIPP LA’s data team. Teachers and team analyze the data and make adjustments in their teaching in response to the information learned. Additionally, students may be regrouped or provided additional supports based on the data. All data is not only available to the team at the school, but it is available to KIPP LA’s leadership team. In addition to the above, data is shared amongst school leaders at KIPP LA’s regular School Leader meetings. All data is integrated into KIPP LA’s regional performance dashboard to monitor school progress. Data from KIPP LA’s regional interim assessments (which are defined by the KIPP LA Academic Team) as well as data from the SBAC test and MAP are shared with KIPP LA’s Board on a regular and timely basis.

In addition to assessing student data to tailor instruction, KEA 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, KEA will use student performance data to assess our educational program and ensure that we are meeting our goals as outlined above. KEA’s leadership, in concert with the KIPP LA academic team, will analyze student formative and summative assessment data to determine whether KEA 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 KEA leadership to augment instruction, intervention, or curricula to put learning back on track and progressing.

**Grading Policy**

KEA 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. At a minimum, parents will be notified of their child’s grades through quarterly report cards. Parents will also have access to student performance in Illuminate, KEA’s digital portal for student information including academic performance. In addition, twice during the academic year, KEA will host mandatory parent conferences so that teachers can share student progress with parents/guardians. These conferences will be held in November and April of each school year. Optional parent conferences are held in February and June. The academic calendar previously displayed in this element shows the dates that parent conferences will be held during the 2015-2016 school year.
Figure 15: Sample Report Card

KIPP Empower Academy

Student: [Name]
Teacher: [Name]
Grade: 3
School Year: 2015-16
Date: [Date]

English Language Arts Standards

Reading/Literature
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, includingABCD, fables, and myths, from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or conflicts) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.

Reading Informational Text
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text, recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, tables, hypertext) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Mathematics Standards

Operations and Algebraic Thinking
- Interpret products of whole numbers.
- Interpret whole-number quotients of whole numbers.
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
- Apply properties of operations as strategies to multiply and divide.
- Understand division as an unknown-factor problem.
- Fluently multiply and divide within 100.
- Solve two-step word problems using the four operations.
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Number and Operations in Base Ten
- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.

Measurement and Data
- Tell and write time to the nearest minute and measure time intervals in minutes.
| Measure and estimate liquid volumes and masses of objects using standard units. |
| Use a scaled picture graph and a scaled bar graph to represent a data set with several categories. |
| Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. |
| Recognize area as an attribute of plane figures and understand concepts of area measurement. |
| Measure areas by counting unit squares. |
| Relate area to the operations of multiplication and addition. |

**Geometry**

- Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

**Social Studies Standards**

**Science Standards**

**Physical Education Standards**

- Sustain continuous movement while physically active.
- Participate willingly in new physical activities.
- Demonstrate motor skills and movement for physical activities.

**Art Standards**

- Understanding and applying media, techniques, and processes.
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
- Students use art materials and tools in a safe and responsible manner.
- Use elements of art (line, color, shape/form, texture, value, and space in drawing).
- Identify and describe various subject matter and techniques in illustrations and work of art.
- Identifies landscapes, portraits, and still-lifes.
- Uses elements of art to create mood.

**Character**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>Shows enthusiasm</td>
</tr>
<tr>
<td>Work</td>
<td>Finishes whatever he or she starts (Works hard.)</td>
</tr>
<tr>
<td>Work</td>
<td>Works independently with focus (Works hard.)</td>
</tr>
<tr>
<td>Self Control - School Work</td>
<td>Comes to class prepared and ready to learn. Pays attention and resists distractions (Make good choices.)</td>
</tr>
<tr>
<td>Self Control - School Work</td>
<td>Shows initiative and follows directions (Make good choices.)</td>
</tr>
<tr>
<td>Self Control - School Work</td>
<td>Sets to work right away rather than procrastinating (Works hard.)</td>
</tr>
<tr>
<td>Self Control - Interpersonal</td>
<td>Remains calm even when criticized or otherwise provoked (Make good choices.)</td>
</tr>
<tr>
<td>Self Control - Interpersonal</td>
<td>Allows others to speak without interruption (Be nice.)</td>
</tr>
<tr>
<td>Self Control - Interpersonal</td>
<td>Is polite to adults and peers (Be nice.)</td>
</tr>
<tr>
<td>Self Control - Interpersonal</td>
<td>Keeps his/her temper and tantrums in check (Make good choices.)</td>
</tr>
</tbody>
</table>

**Quarter 1 Comments**

- Is eager to explore new things
- Asks and answers questions to deepen understanding
- Actively listens to others

**Quarter 2 Comments**

**Quarter 3 Comments**

**Quarter 4 Comments**

**Key to Character Scores**

- E: Exceptional
- S: Satisfactory
- N: Needs Improvement
Promotion and Retention Policies and Procedures
KEA, like all KIPP LA schools, will follow KIPP LA’s Board Policy on Acceleration and Retention as outlined below.
KEA expects students to progress through each grade level within one school year. To accomplish this, instruction should 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 Principal or designee will notify the student’s parent or guardian prior to end of third quarter, if the student is at risk of retention. Upon the conclusion of the school year, the 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 charter school 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 KEA 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 KEA. KIPP LA Schools exists to ensure that all KIPP schools, including KEA, adhere to the proven success of the nationally renowned KIPP school model and to this charter. KIPP LA Schools operates KEA. 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 Empower Academy 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 Empower Academy governance structure, including the KIPP LA Schools Board of Directors and the KIPP Empower Academy teaching staff.

KIPP LA Schools Governance Structure
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. S/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. The academic leadership 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 School Forum 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, s/he 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. S/He is responsible for ensuring the financial well-being of the organization and ensures that all
- **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 of 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**

At KEA, we see families as partners in ensuring our students’ success. We could not have achieved our success without the support of our families. We view feedback from our families as a gift and work hard to ensure that KEA and our other schools are meeting their needs.

Many parents are involved in KEA through its Parent Leadership Committee (PLC). Through the PLC, parents have the opportunity to be leaders in many of the school’s extracurricular activities (such as fundraising or planning teacher appreciation week). Families are able to voice their ideas, support the school in events and learn more about the daily operations of KEA. The PLC meets once a month and is led by school leadership, teachers and parent leaders. The school will also have a School Site Council (SSC) that will meet in conjunction with the PLC and is made up of teachers and parents and led by the school leader, dean or assistant 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 Local Education Agency 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. KEA also encourages families to volunteer on a day-to-day basis, sometimes at the school and sometimes by taking work home with them. This extra support helps teacher sustainability as well. Families can also attend monthly "Coffee Talks" with KEA’s Leadership Team where they can voice their feedback and concerns or express gratitude.

KIPP LA and KEA are dedicated to creating opportunities for meaningful parent engagement at the school level. Signature KEA family involvement activities include our yearly LCAP and Title I Compact meetings, Family Chats, Parent/Teacher Conferences, weekly school newsletter, and monthly Team & Family Nights. During our LCAP meeting spring 2014 parents were able to learn about the new law, the Local Control and Funding Formula and
also provide their input on KEA’s goals as they relate to the state priorities. During our Title I meetings, families
learn about the education services/program available at KEA and the ways parents are encouraged to be involved
at the school and with their child’s education. Team & Family Nights are a monthly event run by staff and
community liaisons to provide workshops on different topics throughout the year, including nutrition, literacy,
math, financial literacy, summer enrichment, and college-readiness. Additionally, parents have partnered with KEA
to help with student recruitment and identifying community resources and organizations. Communication with
families requires both the school and the family to be actively involved in bridging the divide between the
classroom and the living room.

KEA welcomes teachers and leaders from other public and private schools to observe and collaborate with our
Team & Family. KEA provides a unique insight to the possibilities of blended learning. To ensure that other
stakeholders have access to KEA’s best practices and learnings, KEA has participated in research institute case
studies, posted blended learning video profiles online, and hosted tours that highlight our unique program. KEA
believes through sharing best practices, the community and greater Los Angeles will benefit.

KIPP LA adheres to its Board Approved Comments, Concerns and Complaints Policy to address stakeholder
concerns as they arise.
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

KEA’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 Leader, Dean, Intervention Coach, and School Business Operations Manager. Certificated staff include teachers and special education service providers. Classified staff include after school program instructors, instructional aides, office associates, school lunch aides and technology curriculum assistants. The Assistant School Leader, Dean, Intervention Coach, School Business Office Manager and Technology Curriculum Assistant all 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. Figure 16 below outlines all staff positions at KEA and their reporting relationships.

KEA employs four lead classroom teachers at every grade level. In kindergarten and first grade, KEA has two intervention teachers, who are certificated, who provide additional support to these grade levels. In addition, a third intervention teacher supports grades two through four. KEA’s blended learning model allows for students to receive all instruction in core subject areas, English language arts, mathematics, science, and social studies, 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

SCHOOL LEADER
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:

1. **Student Performance**
   - Set and enforce rigorous standards for student achievement that are in line with the goals of KIPP LA Schools.
   - Ensure the academic program meets or exceeds yearly student outcome goals as defined by KIPP LA Schools and measured by the CAASPP and MAP.
2. **Organizational Leadership**
   - Develop organizational goals and objectives consistent with the mission and values of KIPP Academy of Opportunity and KIPP LA Schools.
   - Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the school and the region.
   - Create a culture of excellence, team work and collaboration amongst the staff, teachers, students and families
   - Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.
   - Oversee all programs, services, and activities to ensure that program objectives are met.
   - 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.
   - Manage student recruitment and enrollment process to ensure that the school achieves its targeted enrollment projections.
   - Ensure the safety and security of all students, staff, visitors, and public and private property.
   - Ensure an orderly learning environment.
   - Ensure appropriate standards of student behavior, performance, and attendance.
   - Address any disciplinary issues fairly and immediately.

3. **Instructional Leadership**
   - Manage, evaluate and develop a team of teachers.
   - Work with teachers to constantly assess and improve student achievement results.
   - Ensure use of effective, research-based teaching methodologies and practices.
   - Implement data-driven instruction and lead discussions about student performance.
   - Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.
   - Keep abreast of successful instructional methodologies and practices.
   - Provide high quality curricular training and resources to staff.
   - Ensure consistencies in instruction and practice amongst team of teachers.
   - 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 Empower Academy. While exemplifying the KIPP Empower Academy 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 KEA
- 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 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
- Hold 1st and 2nd GLC accountable to inputting homework scores in KEA’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 KEA’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

DEAN
The dean is a leadership position at KIPP Empower Academy. While exemplifying the KIPP Empower Academy school values, the dean 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.

School responsibilities:

- Primary manager of all kindergarten or first grade values, behavior and discipline;
- Supports planning and attends designated school functions outside of school hours;
- Builds family and community relationships through home visits, participation in parent workshops, assemblies and community inquiry projects;
- 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;
- Works relentlessly to meet development and functional goals;
- Is available by cell phone (provided by the school) for students and families to answer questions or address concerns until 8:00pm nightly; and
- Other duties as assigned.

Instructional responsibilities:

- Teaches small-group literacy instruction to 16 – 24 students daily;
- Submits data trackers, professional development plans and other assignments in accordance with deadlines;
- Observes teachers weekly and provides them with ongoing feedback to improve instruction;
- Oversees instructional planning and design of kindergarten curriculum;
- Manages kindergarten professional development and co-evaluates teacher performance;
- Sets clear long- and short-term measurable goals to drive instruction;
- Communicates goals in order to invest stakeholders (parents, students, staff, etc.)
- Creates rigorous and engaging long-term and cycle-based plans to support teachers attain functional and developmental goals;
- Provides model lessons, observations and
- Ensures teachers administer formal and informal assessments to drive instruction;
- Provides necessary accommodations and modifications for the growth and success of all students and teachers;
- Ensures grade-level program is aligned with school vision, values and goals; and
- Other duties as assigned.

Qualifications and desired characteristics:

- BA or BS required; and MA or MS preferred;
- 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;
- Four years of successful full-time teaching experience serving a similar student population;
- Excellent organizational, planning and implementation skills;
- Ability to manage ambiguity and multiple priorities inherent in entrepreneurial environments;
- Relentless results-orientation and strong sense of purpose;
- Ability to establish relationships and communicate effectively with multiple constituencies;
- Reflective and able to execute in an efficient and effective manner with managers, peers and support personnel; and
- Unquestioned integrity and commitment to the KEA 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

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, fundraise 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 KEA 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 KEA’s vision.
- Respect for team members and the communities we serve.
- Unquestioned integrity and commitment to KEA’s mission.
- Sense of humor.

### Instructional Technology Assistant

The Instructional Technology Assistant will be responsible for the daily maintenance and support of KIPP Empower Academy’s technology program. S/he will be responsible for supporting teachers in the classroom as they plan and implement all aspects of instruction in the assigned areas in order to realize the mission of KIPP Empower Academy. The Instructional Technology Assistant reports to and is evaluated by the Founding Principal. The duties and responsibilities of the Instructional Technology Assistant include:

- Supports and coaches students during the computer lab time;
- Manages the daily setup and breakdown of the classroom computer labs;
- Familiarizes him/herself with software programs and helps to troubleshoot any student log in issues;
- Manages the upkeep, intake, and curricular alignment of KEA's TeacherMate program;
- Acts as liaison between school and content providers;
- Coordinates MAP/NWEA testing;
- Assists with implementing eight step lesson plans thoroughly and prepares needed materials for an effective lesson consistently;
- Supports the daily operations of schools including: attendance, homework checks, and lunch setup;
- Models and teaches the values of KIPP Empower Academy;
- Participates actively in professional development sessions and assignments;
- Communicates and collaborates professionally with teammates, parents, and community members;
- Implements classroom management techniques to create a nurturing and structured classroom environment and structure;
- Maintains high expectations for students’ academic achievement and conduct;
- Values and draws upon students’ experiences and backgrounds;
- Adheres to school policies, procedures, and deadlines;
- Maintains a safe learning environment; and
- Performs other duties as assigned
Qualifications and Desired Characteristics

- AA required;
- 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 collaborative working style;
- Affinity for technology;
- Sense of humor;
- Student-focused;
- Relentless achiever;
- People-oriented;
- Self-aware;
- Adaptable;
- Critical thinker and decision-maker;
- Ability to communicate and interact effectively with multiple constituencies;
- Unquestioned integrity and commitment to KEA.

SCHOOL AND LUNCH AIDE

The Operations Aide ensures that the school nutrition program at KIPP Empower Academy 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 Empower Academy 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 Empower Academy and its values; and
- Bi-lingual speaker (Spanish and English) is preferred.

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

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
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
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 a KIPP Empower Academy Intervention Coach is to lead KIPP Empower Academy 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 Empower Academy will ensure that the school is a safe and healthy environment for teaching and learning. All faculty and staff of KIPP Empower Academy will undergo a criminal background check. KIPP Empower Academy 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 Empower Academy 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.

KEA will promote health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. KEA is committed to serving the needs of the whole child this includes providing healthy food.. KEA utilizes Revolution Foods, a leading provider of high quality food, as its food service provider. KEA 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, KEA, in collaboration with Revolution Foods, provides nutritional education for students and parents.

Finally, KEA 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 large play area during recess which features an age-appropriate playground as well as a large area with asphalt games.

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.

All mandated reporters at KIPP LA Schools and KIPP Empower Academy are required, in accordance with AB 1432/Ed. Code 44691, to complete and provide proof of child abuse training within the first six weeks of the school year or within the first six weeks of employments.

**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
KEA 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 KEA’s surrounding communities. During the interest and enrollment periods, KEA 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, KEA 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. 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 KEA and KIPP LA middle school students to enroll in KEA. 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 KEA geared towards student recruitment.
- Targeting community events and community organizations to build relationships and spread information about KEA, 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 KEA.
- Walking the community and knocking on doors to distribute information about KEA. Being visible in the community is also essential so that community members meet the KEA 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 KEA. 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 KEA’s applicant pool.

Generally, the student recruitment activities for KEA 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 KEA 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 KEA (e.g. the mission statement of the school, pictures of KIPP students, information about the KIPP network of schools, and contact information for KEA) in both English and Spanish. KEA’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 KEA 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 KEA, students and families will learn from each other to respect different viewpoints and find commonalities in all people. KEA 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
KEA is a free public school open to all residents of the State of California. KEA 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. KEA will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). KEA accepts and understands obligations to comply with all laws establishing minimum age for public school attendance. KEA 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, KEA recruits heavily from the immediately surrounding community and provides 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 at 8466 S. Figueroa Street KEA will recruit from a population of primarily socio-economically disadvantaged and traditionally underserved students.

Lottery Preferences & Procedures
KEA will implement the following admissions process, including an interest period, lottery if necessary, and official enrollment process. The lottery will be held each year on the first Thursday of February at KEA’s site located at 8466 S. Figueroa Street. The process and procedures, as well as timeline, will be made available to all families and community members on KEA’s website and in hard copy at the KEA office. Additionally, this information will be distributed, as appropriate, during the recruitment efforts described above.

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

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

Students currently attending KEA 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 September 15, 2014 and ends January 30, 2015 will be collected and recorded in KEA’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 KEA’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 KEA’s website. The lottery will occur on February 5, 2015.

The date and time of the lottery, if needed, will be set and publicized through both KEA’s website as well as through communication to each family providing an interest form. KEA will seek to find a date and time for the lottery that is reasonable and convenient for the majority of KEA’s interested parents. If required to conduct a lottery, KEA will do so in a location that is open to the public and ensure that the proceedings are transparent and fair. KEA 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 KEA’s operations team. 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 KEA’s operations team 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.

District Required Language

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

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 KEA 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 KEA’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 KEA is a public record to be provided to the public upon request.

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
ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” Cal. 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.

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 KEA’s values and expectations. KEA 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, KEA 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 KEA values, KEA’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, KEA’s teachers will teach each student the importance of modeling and embodying good behavior. Similarly, KEA’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 KEA will employ a multi-step disciplinary system which clearly conveys to
students the consequences of misbehavior and provides opportunities for improvement. The consistency of this system across classrooms and grade-levels will ensure uniformity of expectations for all students.

By utilizing a range of progressive disciplinary options, KEA will curtail misconduct before there is a need for more serious sanctions. KEA has prioritized achieving a suspension rate of 0% and has designed its disciplinary policy to meet that goal by providing alternatives to suspension. KEA 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 KEA does not limit the rights of KEA 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.

KEA 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. KEA’s School Leader will arrange for this professional development as it arises.

**Suspension and Expulsion Policy**

KEA’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. KEA’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).

KEA 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. KEA 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 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. KEA 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, KEA 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 KEA 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 unbiased process, no School Leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the administrative panel. KIPP LA School’s administrative panel shall consist of three members. The members will include, either school administrators, school support team members, and/or school operations personnel within the KIPP LA Schools region.

The 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, KEA 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 KEA 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. KEA 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, KEA must present evidence that the witness’ presence is both desired by the witness and will be helpful to KEA. 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).

Rights 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
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 KEA staff will participate in Social Security and will have the option join a 401K plan. KEA 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, or designee, will be responsible for ensuring that appropriate and timely arrangements for coverage under the 401K have been made. KEA 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


KIPP Empower Academy is a school of choice. As such, no student shall be required to attend.

Parents and guardians of each student enrolled in KEA 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.

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.” 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 Empower Academy
   8466 S. Figueroa Street
   Los Angeles, CA  90003

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 5:00p.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 violated any provision of law.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School did any of the following:

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:

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

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

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

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

11. 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.

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-authored charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authored 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-authored 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:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly according to school’s Calendar
- Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
  s. Instructional Calendar – annually five weeks prior to first day of instruction
t. 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 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 5:00p.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
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 1\textsuperscript{st} 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 30\textsuperscript{th} 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).