KIPP Elementary School 7 Charter Petition

2015-2020

Submitted to the Los Angeles Unified School District

October 10, 2014

Resubmitted November 12, 2014

Third Submission November 21, 2014

KIPP Elementary School 7

Initial Charter Petition
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ASSURANCES AND AFFIRMATIONS

KIPP Elementary School 7 (also referred to herein as “KES7” 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 reflects terms that have been mandated by LAUSD and are specific to LAUSD as the authorizer. The DRL should be highlighted in gray within each element or section. The language contained in this charter is to be deemed complete and shall control in the event that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum or the provisions of any addendum hereto. The DRL referenced above 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).

General Information

|● The contact person for Charter School is: | Marcia Aaron |
|● The contact address for Charter School is: | 3601 E. 1st Street, Los Angeles, CA 90063 |
|● The contact phone number for Charter School is: | (213) 489-4461 |
|● The proposed address or target community of Charter School is: | Near 8300 S. Central, Los Angeles |
|● This location is in LAUSD Board District: | 7 |
|● This location is in LAUSD Educational Service Center: | South |
|● The grade configuration of Charter School is: | kindergarten through fourth grade |
|● The number of students in the first year will be: | 230 |
|● The grade level(s) of the students in the first year will be: | K-1 |
|● The scheduled opening date of Charter School is: | August 10, 2015 |
|● The enrollment capacity is: | 550 students |
| (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency). | |
|● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: | Traditional/Year Round |
|● The bell schedule for Charter School will be: | Monday-Wednesday & Friday: 7:45AM-4:00PM Regular Instruction |
| | Thursday: 7:45AM-1:00PM Early Dismissal |
|● The term of this charter shall be from: | July 1, 2015 to June 30, 2020 |

KIPP Elementary School 7 (KES7) will be 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

KES7 will be a tuition-free, public charter school that we anticipate will be located in or around the Florence Firestone community. We have utilized the address of KIPP LA’s existing middle school, KIPP Philosophers Academy, for our analysis of community need for this school. Thus we have included zip codes 90001, 90002, and 90255 in our assessment of community factors described. KIPP LA selected this proposed community based on our analysis of need. KIPP LA determines need by the following factors:

- Presence and density of similar college preparatory schools
- Academic performance of nearby schools
- Population density
- Income levels

As shown in Figure 1, the proposed location for KES7 is densely populated and is predominately low income. According to 2010 US Census data, on average, these zip codes have 17,838 residents per square mile, far exceeding the population density for Los Angeles County (8,093), the state of California (239), and the US (80). In analyzing the three adjacent zip codes, the 2012 American Community Survey data show that nearly 40% of children and approximately 25% of adults live below the poverty line. Further, nearly 28% of adults have not earned a high school degree and only 9% of adults have a bachelor’s degree or higher. Unemployment is also significantly higher in these areas than in either Los Angeles county, where unemployment is 6.5%, or the country as a whole, where unemployment is 6.1%.

Figure 1: KES7 Surrounding Community Demographic Data Comparison

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>90001</th>
<th>90002</th>
<th>90255</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population/sq. mile</td>
<td>163,08</td>
<td>16,729</td>
<td>20,190</td>
<td>17,838</td>
</tr>
<tr>
<td># Square Miles</td>
<td>3.5</td>
<td>3.06</td>
<td>3.72</td>
<td>3.43</td>
</tr>
<tr>
<td>Poverty Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 18 years</td>
<td>41.4%</td>
<td>43.3%</td>
<td>35.7%</td>
<td>39.6%</td>
</tr>
<tr>
<td>18 - 64 years</td>
<td>25.7%</td>
<td>26.8%</td>
<td>22.3%</td>
<td>24.6%</td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>39.7%</td>
<td>43.0%</td>
<td>30.7%</td>
<td>37.8%</td>
</tr>
<tr>
<td>Female</td>
<td>48.7%</td>
<td>38.1%</td>
<td>36.7%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Educational Attainment 25 years or older</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There are a large number of public schools near the proposed location for KES7. In 2013, 7,857 students attended public schools within the area surrounding KES7’s location. Only one charter school operates an elementary school within this area. Looking at the API scores of the schools in the area, only one met the state’s bar of an 800 API score in 2013 – 96th Street Elementary. Six of the nine surrounding schools were considered watch schools and three were listed as service and support. Only 96th Street achieved a statewide rank of five or higher, while the remaining eight schools were given a score of three or lower. Each of KIPP LA’s elementary schools which were eligible to receive a statewide ranking – KIPP Raíces Academy (Raíces), KIPP Empower Academy (Empower) and KIPP Comienza Community Prep (Comienza) – earned a ten ranking in 2013. The schools surrounding KES7’s proposed location performed better on the similar school ranking with three of the nine schools receiving a ranking of six or higher and two receiving a ranking of five. The remaining schools received a ranking of below five. 96th Street received a ten ranking. KIPP Raíces Academy and KIPP Empower Academy each received a similar school ranking of ten. KIPP Comienza Community Prep did not receive a ranking in 2013, as it had less than 100 students tested that year. Additionally, none of the schools in the surrounding area met school-wide target growth and only two met subgroup growth targets.

The student population surrounding KES7’s proposed location is similar to that served by KIPP LA’s existing schools. Most students are low income and from minority backgrounds. Further, a significant percentage of the students are English Learners. KIPP LA’s existing schools have a strong track record of success in serving similar student populations. KES7 and its School Leader, a long-time KIPP LA team member, will implement similar programs and practices to ensure that the unique needs of its students are met.

Figure 2: KES7 Surrounding Schools Demographic and Performance Data
<table>
<thead>
<tr>
<th>School Name</th>
<th>d Lunch</th>
<th>% White</th>
<th>% Black</th>
<th>% Latino</th>
<th>% Asian</th>
<th>N/A</th>
<th>% Free &amp; Reduced Lunch</th>
<th>% No Passing</th>
<th>% No AHS CE</th>
<th>% No CAFCE</th>
<th>Is Rank</th>
<th>(2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>McKinley</td>
<td>765</td>
<td>88%</td>
<td>8%</td>
<td>48%</td>
<td>2%</td>
<td>4%</td>
<td>721</td>
<td>No</td>
<td>No</td>
<td>720</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>South Park</td>
<td>1029</td>
<td>87%</td>
<td>11%</td>
<td>47%</td>
<td>3%</td>
<td>N/A</td>
<td>722</td>
<td>No</td>
<td>No</td>
<td>743</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Russell</td>
<td>812</td>
<td>94%</td>
<td>9%</td>
<td>51%</td>
<td>5%</td>
<td>N/A</td>
<td>754</td>
<td>No</td>
<td>Yes</td>
<td>739</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Parmelee</td>
<td>937</td>
<td>89%</td>
<td>10%</td>
<td>44%</td>
<td>8%</td>
<td>N/A</td>
<td>747</td>
<td>No</td>
<td>No</td>
<td>743</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>93rd St</td>
<td>1104</td>
<td>96%</td>
<td>12%</td>
<td>46%</td>
<td>6%</td>
<td>N/A</td>
<td>696</td>
<td>No</td>
<td>No</td>
<td>720</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>96th St</td>
<td>918</td>
<td>94%</td>
<td>12%</td>
<td>39%</td>
<td>8%</td>
<td>N/A</td>
<td>811</td>
<td>No</td>
<td>No</td>
<td>809</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Judith Baca Arts</td>
<td>637</td>
<td>88%</td>
<td>5%</td>
<td>51%</td>
<td>13%</td>
<td>N/A</td>
<td>678</td>
<td>No</td>
<td>Yes</td>
<td>661</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Graham</td>
<td>789</td>
<td>94%</td>
<td>10%</td>
<td>49%</td>
<td>3%</td>
<td>N/A</td>
<td>702</td>
<td>No</td>
<td>No</td>
<td>732</td>
<td>2</td>
<td>4</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>
</tr>
<tr>
<td>Wisdom Academy</td>
<td>866</td>
<td>89%</td>
<td>8%</td>
<td>52%</td>
<td>3%</td>
<td>N/A</td>
<td>737</td>
<td>No</td>
<td>No</td>
<td>738</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

KES7 will meet the needs of the community through a variety of ways. First, KES7 will be a community-based school that collaborates with community organizations to ensure that our students have the necessary resources to be successful in elementary school, middle school, high school, college, and life. KES7 will work to build partnerships with local pre-schools, WIC centers, mental health clinics, and other organizations that serve children and their families. These community resources provide access to much needed services that can help alleviate some of the stresses associated with living in a low-income community.

KES7 further intends to meet the needs of the community by partnering with parents and holding events meetings where parents learn valuable literacy and math strategies to use with their children, as well as how to prepare their children for middle school, high school, and college. Beginning in kindergarten, parents will learn the
necessary steps to ensure their children go not only to, but through, college. Parents will also be encouraged to come to class every morning and work with their children on important literacy skills such as sight word mastery, decoding, and rhyming. At KES7, each parent will be valued as their child’s first teacher and empowered with the resources and skills to help their child excel in school.

KES7 will also meet the needs of the community by providing rigorous academic instruction and character development to every student. Approximately 98% KIPP’s LA’s students are from minority groups and 90% receive free or reduced meals through the federal school lunch program. KIPP makes no excuses based on race, gender, socioeconomic status, or disability. The outcomes at existing KIPP schools show that KIPP’s educational vision can be implemented with tremendous success.

Modeled after KIPP LA’s successful elementary schools in South and East Los Angeles, KES7 will incorporate an innovative, blended learning instructional model that provides small group instruction in literacy and math and develops students’ technological literacy. According to California’s 2012-2013 Academic Performance Index (API), KIPP Empower Academy achieved a 991 API making it the highest performing school in LAUSD. The average API score for KIPP LA’s three elementary school was 983. Figure 3 shows KIPP LA’s elementary school performance compared with nearby schools.

Figure 3: KIPP LA Elementary School Performance - CST 2013

Our elementary schools have also achieved at high levels on the NWEA MAP assessment (a national norm-referenced test). At our oldest elementary school, KIPP Raíces Academy, 92% of fourth graders scored at or above the national average in math and 88% did so in ELA at the end of school year 2013-14. Further, 80% of fourth graders scored in the top quartile in math and 57% did so in ELA. On the spring administration of MAP, 70% of KIPP LA’s elementary school students performed at or above grade level in reading and 75% did so in math. KES7 will
implement successful practices that are used in other high quality public, private, and KIPP schools across the country, achieving similarly high results.

At KES7, we believe in the power of differentiated small group instruction to meet the diverse learning needs of our students. To best meet the needs of our students, KES7 will implement small group instruction in multiple ways based on grade level and subject.

In reading, every credentialed teacher in the building will be a reading teacher. As a result, all elective teachers and apprentice teachers will push-in to classrooms to help support lead teachers during literacy instruction. With two qualified instructors in the classroom during these times, KES7 will be able to teach phonics and guided reading in small groups daily, ensuring that we meet the needs of all students. When students are not with a teacher, students will be practicing reading skills on adaptive software programs on Chromebooks or engaged in literacy centers. Starting in second grade, KES7 will implement Achieve3000, an adaptive software program, into literacy rotations to push students further, faster.

For kindergarten math, elective teachers and apprentice teachers will push in to support lead teachers. Again, support teachers will teach small group math lessons, ensuring all students receive targeted and differentiated instruction. In first through fourth grades, we will implement a rotational blended learning model for math instruction. Students will rotate among small group teacher-led instruction, computer-assisted learning, and independent work and centers. Students will also work independently with web-based applications, such as ST Math or Achieve 3000, during self-directed practice. In essence, teaching reading and math in small groups will allow our team to differentiate instruction, provide students specific feedback, and push the rigor daily.

Through the thoughtful integration of technology, KES7’s teachers will effectively manage a classroom of 28 students while providing targeted instruction and accelerating their learning. We will use technology as a tool and resource to bolster students’ foundational skills, deepen their understanding, and provide collaborative learning opportunities. Our students will also work independently at their own pace, reinforcing a sense of personal responsibility for their learning.

During enrichment, students will receive instruction in engineering and coding using resources such as Code.org. Through this class, KES7 students will focus on the Next Generation Science Standards through an engineering lens, as well as build their California Common Core technology skills. They will understand how computer programs work, so they have proper understanding of how technology works. They will also apply their science knowledge to create engineering projects. Through their Engineering and Coding enrichment programs, they will strengthen their mathematical skills and spatial reasoning. Students will also be encouraged to explore various ways to solve different problems. Students will also start to receive instruction in typing starting in first grade.
KES7 is committed to providing students with the technological skills necessary to prepare them for the 21st century. Increased access to technology builds students’ 21st century skills from an early age, preparing them not only for the upcoming computer-based Common Core Assessments, but also the rigors of college and the competitive workforce. At the same time, KES7’s rotational blended learning model will allow teachers to provide targeted small group instruction, despite larger class sizes. This translates into more one-on-one time with students, where teachers will be able to immediately identify skills gaps and advance student learning. Differentiated instruction will ensure that our students receive specialized support when and where they need it. Additionally, the adaptive software programs, like ST Math or Lexia, will generate invaluable data on students’ academic progress. Teachers will use these data to identify the most effective ways to address students’ skills deficits and catalyze their learning, supplementing offline assessments to paint a more complete picture of academic growth.

All instructional decisions at KES7 will be anchored in student data. This use of data will be key to the success of our rotational blended learning model as it will allow teachers to better target instruction to student needs in real time. Data will come from weekly or bi-weekly assessments, interim assessments, and adaptive software programs as previously mentioned. Teachers and teams will work together to analyze and formulate work plans based on these results. Teachers will also use these results to drive intervention and small group work in the classroom, making every moment of instruction more powerful.

Character development will also be a central component of KES7’s educational program. KES7 will cultivate character strategically throughout the school year by explicitly teaching character. KES7 will focus on the traits of integrity, grit, zest, curiosity, self-control, gratitude, love, and optimism, which are based on the research of Martin Seligman and Chris Peterson. Teachers will incorporate the character traits in their lesson plans across content areas so that students receive a holistic education that builds academic and character skills.

At KIPP LA’s existing elementary schools, similar small group instruction and data-driven instructional programs have attracted many visitors to the schools. In a similar fashion to existing KIPP LA elementary schools, KES7 will welcome visitors to learn from our best practices and share them with their schools. Teachers, school teams, principals, superintendents, those interested in opening new schools, and student teachers who want to learn more about our work will be able to visit our school. KES7 will also reach out to other high performing public, charter, and private schools to visit and learn from them. By having an open door policy and culture of sharing, we believe we can spread our work throughout the community and learn from others.

KES7’s rigorous academic, character and enrichment program coupled with its focus on relationship building with both parents and the community will result in a school that will empower children and further the mission and
goals of both KIPP LA Schools and Los Angeles Unified School District. Additionally, it will fulfill the intent of the Charter Schools Act by providing traditionally underserved families with an innovative education option. KES7 believes deeply in the equal worth and dignity of all students and is committed to educate all students to their maximum potential.

Student Population To Be Served

KES7 seeks to serve up to 550 students in grades kinder through fourth grade in the Florence Firestone community. Projected student enrollment is shown in Figure 4 below. Initially, KES7 will serve kindergarten and first grade and will add a grade level each year until it reaches full capacity in year four.

Figure 4: KES7 Projected Student Enrollment:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>115</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>First Grade</td>
<td>115</td>
<td>115</td>
<td>115</td>
<td>115</td>
<td>115</td>
</tr>
<tr>
<td>Second Grade</td>
<td>0</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>Third Grade</td>
<td>0</td>
<td>0</td>
<td>105</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>230</td>
<td>345</td>
<td>450</td>
<td>550</td>
<td>550</td>
</tr>
</tbody>
</table>

As a public school, KES7 will be tuition-free and admit any student regardless of ethnic, socio-economic, special education status or religious background. Although KES7 will be open to any student, the school will specifically target students in the surrounding community and academically underserved students in nearby neighborhoods for enrollment. Our students are highly likely to be from low-income families and therefore eligible for the federal Free and Reduced Price Lunch program and be identified as English Learners.

Goals and Philosophy

School Mission and Vision

KES7 is built on the belief that great schools and strong relationships transform communities. The vision of KES7 is to prepare students for the careers of tomorrow – those that do not yet exist. To succeed in the jobs of tomorrow, our students will need to be critical thinkers and empathetic leaders who innovate to solve local and global issues. Through rigorous academic instruction, character development, and rich learning experiences, we will prepare our students to be social innovators who use curiosity and collaboration to positively transform their lives, our community, and our world.

*KES7’s mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in middle school, high school, college, and life.*
Central to the school’s mission is the belief that all students can succeed in rigorous college-prep environments when provided with high expectations, a disciplined commitment to academics, extended time for learning, daily supplemental instruction, and access to a wide range of enriching learning experiences. It is an undeniable fact that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. Therefore, a college preparatory ethos will drive all aspects of the school, from the educational program to the allocation of resources and daily scheduling. KES7 aims to strengthen the character and academic skills of its students so that they will excel in middle school, high school and college, and assume positions of responsibility and excellence.

KES7 will offer our students a solid foundation of excellent teaching and learning sooner, longer, and more intensively than at other schools. Academic learning will follow a standards-based continuum from the lower to the upper grades. In kindergarten, students will learn a base of fundamental knowledge and skills that allows for more sophisticated high-level thinking in the fourth grade. Students must demonstrate mastery of standards in each grade to earn promotion to the next grade. The school’s rigorous, accelerated academic curriculum will be geared toward ensuring that all students are prepared for college-preparatory middle schools and high schools.

School Character Traits

To realize our mission, KES7 will integrate character education into the curriculum. Character building will focus on eight of the twenty-four character strengths identified by Seligman & Peterson in their research. These eight character traits are: integrity, grit, zest, curiosity, self-control, gratitude, love, and optimism. Each child will be able to clearly articulate strengths and areas of growth within their own character using the eight character traits as key vocabulary. These reflective and honest conversations between members of the KES7 community will lead to students graduating from KES7 as self-aware individuals that understand that our “character” is something that we work on, just as we work on our reading skills or math skills. They will be able to describe what each character trait means and what it looks like. At KES7, character instruction will permeate every subject and part of the daily schedule; teachers will weave the character traits into direct instruction in every lesson.

- **Integrity**: Being true to your word and trustworthy, because as a person you take responsibility for your mistakes and continuously follow through on your promises.
- **Grit**: Having tremendous tenacity and never letting up, even in the face of challenges.
- **Zest**: Bringing a vibrant energy to new endeavors.
- **Curiosity**: Not about knowing all the answers, but knowing how to *find* the answers.
- **Self-Control**: Understanding that we cannot have everything we want all the time. Understanding that we share this world with others, and giving others and opportunity to share.
- **Gratitude**: Appreciating others for all that they bring to the world.
- **Love**: Caring for others and the world by being an empathetic individual that seeks to help others.
- **Optimism**: Being hopeful that things will improve, even when things are hard (whether academically or emotionally. (Optimism will also tie greatly into grit, because often when we show grit in the present moment the future is filled with hope.)

### Instructional Vision

At KES7, our instructional vision is focused on preparing our students to graduate from college and maintain strong ties to their community. KES7 will combine the pursuit of excellence and the pursuit of equity that will ultimately lead to students who are strong in intellect and personal responsibility. We will build a program that is developmentally appropriate and builds a strong foundation in literacy and math, while providing our students with opportunities to build relationships, foster a love of learning, and develop a strong sense of self-identity.

At the core of this vision is providing our elementary students with the academic skills necessary to be successful in life. Academic learning at KES7 will be guided by the California Common Core State Standards, and these standards will be implemented through engaging small group instruction. In kindergarten, students will learn a base of fundamental knowledge and skills to allow for more sophisticated high-level critical thinking in the fourth grade. Teachers will design year-long pacing guides focused on teaching grade-level power standards to mastery. Data will drive instruction at every step. Intervention and accelerated groups will ensure all students are challenged and supported at their individual learning levels.

At the same time, our vision supports the notion that schooling should develop the character and self-identity of students. KES7’s curriculum will cultivate character traits and teach school values strategically along a K – 4 developmental continuum. Activities and experiences will be planned to systematically teach our four school values- hope, curiosity, ganas, and honor – as well as the eight character strengths discussed above. Teachers and students will draw upon our school values independently and exemplify them in times of success and challenge.

We will know we are executing our mission when KES7 meets or surpasses our goals for the SBAC and MAP assessments. We’ll also know we are successful when our students exemplify our values and character strengths inside and outside the classroom, but most importantly, when no one is looking. Further, we will know when our teacher retention is high, student attrition is low, and our performance on KIPP’s Healthy Schools survey is positive.
KIPP’s Five Pillars

KES7 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, will help drive KES7’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 students’ backgrounds. KES7 will establish a culture of excellence in which clear, rigorous goals are set for both academic achievement and conduct. KES7 staff members will be 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 KES7 staff and students will engage in discussions about college including excellence on the path to and through college. All students will be expected to come to school each day prepared to work hard and be nice.

**Choice and Commitment.** Students, their parents, and the faculty at KES7 will choose to participate in the program. No student will be required to attend KES7 nor will any employee be required to work at the school. After learning about the school’s expectations and goals, KES7 parents, students, and staff and students will sign a Commitment to Excellence form which details the responsibilities, requirements, and expectations of the school. 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 KES7 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 will allow staff to remediate students that need extra support, and accelerate students that are advancing at a faster pace. All core classes will be 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. KES7 will offer a supplemented day extending up to three hours after the regular school day ends to better prepare students through additional classes as well as additional instruction and intervention when needed. Supplementary instruction after 3:00 will allow for a variety of enrichment and recreational activities not offered during the regular school day. In addition, KES7 will start school in August to reinforce instruction and further prepare students for success.

**Power to Lead.** KES7’s school leader is an effective academic and organizational leader who understands that a great school requires a great school leader. He/She has control over her budget and personnel and is free to swiftly
move dollars or make staffing changes, with KIPP LA 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 KES7's students.

**Focus on Results.** To be prepared to excel on the path to and through college, students must demonstrate a high level of performance from the beginning. KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best middle schools, high schools, and colleges. KES7 students will 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 will set growth goals for the year. KES7 will consistently monitor students’ mastery of the Next Generation Science and California Content and Common Core standards through informal assessments such as observations, and more formally through regular standards assessments. Additionally, KES7 will administer the STEP literacy assessment or the Fountas and Pinnell (F&P) assessment four times each year to benchmark student’s literacy growth. Teachers and leaders will analyze data to inform and drive instruction. End-of-year assessments, including state-mandated assessments and MAP, will be administered to monitor annual achievement and growth. Teachers and leaders will analyze the results of these end-of-year assessments in depth each summer to make improvements for the upcoming year.

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

KES7’s goal is to ensure that our students are on the path to and through college. By focusing on college starting in kindergarten and preparing our students to be successful in middle school, high school, and beyond, we will achieve our goal. To be college-ready, our students must be able to:

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

Implementing the highest-quality instructional program possible is paramount to KIPP's track record of success. At KES7, high-quality instruction will be based on the Next Generation Science, California Content, and Common Core standards, with an emphasis on character education, expanding life experiences, and growing academic skills. As a
result, it is explicitly tied to KES7’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. While the quality of instruction cannot be emphasized enough, it is also important that schools focus on teaching skills that will adequately prepare students for the challenges that await them. Research by Tony Wagner based on interviews with senior executives and college admissions counselors identified seven survival skills for workforce readiness. Using this research, KES7 has determined that to truly prepare our students to become 21st century educated persons, we must prepare them for:

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

These seven skills are composed of academic and character skills, a combination that has driven the founding of every KIPP school since 1994. In the words of David Levin, founder of KIPP Academy New York, “the experiences of KIPP Academy New York and KIPP Academy Houston have taught us that academics without character are useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives.” By teaching academic and character skills in tandem, KES7 students will become self-motivated, competent, lifelong 21st century educated persons.

In addition to these academic and character skills, the 21st century workforce demands that students are able to use technology and media in a meaningful, responsible, and strategic manner. Students will need to employ technology to enhance their reading, writing, speaking, listening, and language skills. They will need to efficiently research information on-line and utilize what they learn in both on- and offline environments. They will need to understand the strengths and limitations of various technology and media and use those to their maximum potential to accomplish their goals. KES7 is focused on ensuring that students are on a path to achieve mastery in

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the use of technology and media as a tool to strengthen communication and grow their knowledge.

KES7 will support its students as they become 21st Century learners and thinkers. We will focus on providing students the skills in kindergarten through fourth grade that will put them on 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.

KES7 will help our students develop strong technology skills for the future starting in kindergarten. Excelling in the use of technology is an essential skill in today’s global society. By interacting daily with online tools, our students will become comfortable with computer-based technology and savvy at navigating software programs. Beginning in kindergarten, students at KES7 will learn how to code on computers. Understanding how programs work will give them a proper understanding of how technology works, as well as help them strengthen their mathematical skills and spatial reasoning. Students will explore various ways to solve different problems through coding programs. They will also learn the essential skill of typing. Providing KES7 students with technology skills and knowledge will better equip them for success in middle school, high school and college and set them up to be competitive members of our global society. Our students will leave KES7 well prepared to succeed in middle school on multiple levels: academically, emotionally and technologically.

How Learning Best Occurs

Like the 162 KIPP schools around the country, KES7 will ascribe to the Five Pillars of success previously discussed. These Pillars provide the framework for the school’s educational philosophy. KES7’s success will depend on high-quality instruction in addition to this guiding philosophy. Implementing a high-quality instructional program is paramount to KES7’s 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 KES7’s approach to high-quality instruction, which reflect how we believe learning best occurs:

1. **Quality Instruction is Standards-Based.** KES6 will link its curriculum objectives to the state content standards adopted by the California State Board of Education and will align its curriculum to Common Core and Next Generation Science Standards. The School Leader, in collaboration with other KIPP LA leaders and teachers, will design a standards-based scope and sequence for each subject and grade level. Teachers will use the scope and sequence to develop yearlong standards-based pacing guides, unit plans, lesson plans and daily objectives. KES6 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, this pace is necessary to catch them up and ultimately prepare them for the rigorous and challenging curriculum they will encounter in middle school and high school honors and advanced placement programs.

2. **Quality Instruction is Data-Driven.** KES7 will utilize an instructional cycle centered on student performance data. Teachers will begin the year by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers will identify formal and informal ways to collect data about student understanding; teachers will use these data to adjust scaffolds, pacing, and student grouping. Teachers will analyze student data during grade-level meetings and professional development to inform practice. The School Leader will use student data to drive observations, feedback, and teacher development. By incorporating data into every lesson and planning session, KES7’s teachers will ensure that their students are accessing content targeted to their individual levels and receiving support when and where they need it most.

3. **Quality Instruction is Differentiated.** Students process material in a variety of ways. Teachers will work towards meeting students at their learning levels, and therefore use flexible grouping to support and accelerate achievement. Lesson plans will identify focus students, language objectives, and necessary scaffolds to support individual students. Thus, teachers at KES7 will 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 will be combined and integrated into the classroom throughout the day. Students whose needs have not been met through traditional teaching methods will benefit from supplemental, direct instruction, small group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer-based adaptive activities, and other innovative techniques. By employing a variety of techniques, KES7’s teachers will activate student engagement and reach all learners.

4. **Quality Instruction is Relevant to Students.** While it is important for teachers to ensure students are mastering content standards, it is also vital for educators to make that learning culturally relevant to the students in their classrooms. Culture is a necessary dimension towards academic achievement. We believe a culturally relevant and responsive approach is essential to building an academic program that pursues excellence and equity and that will build our students’ sense of responsibility to positively impact their community. Cultural and community history, as well as current reality, will be embedded across content areas and drive social studies lessons. Therefore, it will be incumbent upon KES7’s staff to truly understand the cultural values, beliefs, customs, and ideas of the students that attend our school. By doing so, our teachers will make informed decisions about how to best help students connect what they
are learning to what they already know. Culturally relevant pedagogy also seeks to build a positive self-concept within students by valuing their backgrounds and helping children see themselves as capable contributors to the world around them. As our students become more confident learners through culturally relevant pedagogy, they will also feel empowered to take responsibility for their learning.

5. **Quality Instruction is Innovative.** KES7 embraces innovation as an essential component of the high-caliber 21st century education KIPP promises to every student and family. Innovation will permeate teaching, learning, thinking, and planning throughout the school. The school will create opportunities and experiences for students to collaborate with one another using a variety of tools and methods such as iPads, Chromebooks, Google docs, and online learning content. Teachers will 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 will allow 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. KES7 will ensure 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 will allow teachers to better meet the needs of every student, targeting instruction, identifying learning gaps, and increasing the impact of instructional time. Through these tools, KES7 will be able to better serve every student, regardless of his or her challenges.

Creating Self-Motivated, Competent, Life-long Learners

At KES7, our students will leave fourth grade with the literacy, critical-thinking, and problem solving skills to realize their full potential. They will have grown from five year olds who are learning their letters and sounds to nine year olds who tackle challenges with grit and zest and constantly find ways to make their world a better place. They will have built the foundation on which they will grow and continue to grow as learners and citizens. KES7 students will be strong, inquisitive readers and leaders, who research topics of interest to them and then share their findings with others. For example, they may be found researching different recycling programs, designing a program for KES7, and then spearheading the initiative at school. Teachers and parents will describe them as dedicated and caring students, who do what is right even when no one is looking. KES7 students will also be scientists and mathematicians. They will be curious and ask questions such as, "What might happen if we tried _____?" and "How do you think we could tackle this challenge?" They will use their scientific and mathematical knowledge to design engineering projects and code computers. They will be prepared with the thinking and technological skills to excel in middle school, high school, college, and beyond.

On their first day of fifth grade, KES7 students will arrive to middle school with hope, curiosity, ganas, and honor.
While potentially a bit nervous, they will know that with hard work they will excel. They will be excited to make new friends and collaborate on projects. Curiosity will drive them to delve deeply into new content and try new electives. When a class or project becomes difficult, they will have the ganas to see it through. They know that hard work will help them accomplish their goals. They will act with honor because they value their community and learning. Future teachers and professors will describe them as social innovators who lead with integrity and demonstrate excellent in thought and action. Their colleagues and friends will think of them as dependable and dedicated, as well as full of zest and strength. With a strong foundation in academics, as well as character, they will be leaders who are prepared to positively impact the world.

For students to realize the mission of KES7, we must focus on character building and values. KES7’s values are Hope, Curiosity, Ganas, and Honor. Ganas, the Spanish word for desire, means that students will approach each challenge with grit and zest. Our goal is for all students to embody and demonstrate the KES7 values daily. In the classroom, teachers teach the values through “who we are” (embody) and “what we do” (demonstrate). Our values provide a shared language that students, teachers and families will infuse and connect to daily. As a school, KES7 will nurture and aid in forming student self-concepts, so students can develop a sense of personal responsibility and become advocates for themselves and their communities.

Teachers will measure students’ development and growth in each value through grade-level outcomes and rubrics. The Leadership Team will develop these outcomes. Figure 5, listed below, is a kindergarten sample of the values definitions, outcomes and what they should look like, sound like and feel like; grade-level teams will receive these for their respective grades each year:
**Figure 5: Values for Kindergarten**

<table>
<thead>
<tr>
<th>Values</th>
<th>Definitions</th>
<th>Kindergarten Outcomes</th>
<th>Student Actions (looks like)</th>
<th>Student Language (sounds like)</th>
<th>Student Impact (feels like)</th>
</tr>
</thead>
</table>
| Hope    | The belief that with effort we can work to improve our future. We set audacious, yet achievable goals. | ● I get over frustrations and setbacks quickly.  
● I believe tomorrow can and will be better. | ● A student is sad she cannot yet read *Junie B. Jones*, but she knows with hard work and practice she will be able to one day | ● I know that tomorrow will be better.  
● I will keep trying.  
● I can meet my goals with effective effort. | ● Student sets goals and works hard each day to meet them, even when it is difficult. |
| Curiosity | The desire to explore, research, and learn by taking risks, asking questions and finding a way or making one. | ● I want to explore and try new things.  
● I try to solve problems in more than 1 way.  
● I want to try and understand others.  
● I ask questions. | ● A student reads a book about fish, and says, “I wonder what other animals live in the sea. I am going to read some more books to find out.” | ● I want to learn more about __.  
● I am going to try to solve it in a different way.  
● What do you think? How do you feel?  
● What if we try ___.  
● Think differently. | ● Student feels encouraged to try new things and be an innovator. |
| Ganas   | The desire to approach situations and challenges with grit and zest.         | ● I try my best to reach goals.  
● I never give up.  
● I work hard. | ● A student practices sight word cluster at home and school to pass the next cluster level. | ● I can do this!  
● I’ll try a little harder.  
● ¡Si, puedo! | ● Student learns that they can motivate themselves. |
| Honor   | The dedication to respect and love our community and each other.             | ● I respect myself.  
● I am a good teammate.  
● I offer help when someone needs it. | ● A student falls and scrapes their knee; another student helps them up and takes them to get a band-aid. | ● Can I help you?  
● Thank you.  
● Good job! | ● Students feel appreciated by each and offer gratitude. |

Across all grade levels, teachers will send home weekly behavior logs linked to school values. Our grade-level report cards will also outline each value outcome students are working toward and students will be assessed against that value.

Every Monday, KES7 will come together for a weekly assembly that builds community and offers the opportunity to recognize students who have shown “who we are” and “what we do.” Students who are meeting values-based outcomes will receive certificates and other rewards.

The KES7 school values will be highlighted in the following ways:

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

In addition to our school values, KES7 will incorporate character strengths into instruction based on the work of Martin Seligman and Christopher Peterson. Among the twenty-four strengths they found, Seligman and Peterson identified seven as most predictive of positive life outcomes: zest, grit, self-control, hope/optimism, curiosity, gratitude, and social intelligence. Teachers will introduce these character strengths each year during the first week of school and all grade levels will have a “Values” or “Character Strengths” block in their schedule. Just like our values, these character strengths will be embedded in our culture by incorporating this terminology into our conversations with students, and in academic and social activities. Figure 6, shown below, shows a continuum of character virtues that will be integrated into our K – 4 program and provides examples for integrating values into lessons. Further, it outlines the student impact we aim to achieve by incorporating these virtues into our academic program.
## Figure 6: Values Kindergarten - Fourth Grade

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

At KES7, excellence and equity will result when we, as students and staff, make the right choices to meet our goals and outcomes. Values will guide choices even on the staff level. Whether the choice is to determine appropriate noise level, incorporate culture into lessons, or decide whether a student will be promoted to the next grade level, our choices will be made with our values in mind. Our staff will work together during summer professional development each year to establish and evaluate operating norms anchored in our school values. By embodying the KES7 values, our staff will become role models for our students.

Mastering these values and character traits is a life-long undertaking and we are confident that the character education our students experience at KES7 will lay a strong foundation for that work. Our classrooms will constantly hold discussions about being responsible members of their communities, thoughtful contributors to society, and goal-oriented learners. Our students will understand why they must go to college – not just for personal gain, but to bring benefits back to our community and the greater Los Angeles area. This drive for excellence, which will start early with conversations about a student’s individual growth goal in reading or math in
kindergarten, will develop into a conversation about what specific college a student wants to attend and what he needs to do to get there, and eventually becomes rich discussions about his power as an individual and a member of a community to affect change.

Additionally, many aspects of our instructional model, described in more detail throughout our petition, will encourage students to take responsibility for their learning. For example, rotational blended learning will provide students with ample opportunities to drive their learning, both online with adaptive software programs that push students to the next level, and independently through reading and math completion goals. Students will set goals across other subjects as well; during Reader’s Workshop students will set goals around the number of books they want to read each week. In second through fourth grade, students will set goals around their performance on bi-weekly assessments and then reflect on their actual performance. By giving even our youngest students chances to learn independently, KES7 will jump-start their motivation to learn and achieve. Ultimately, our students will help to ignite the change in their communities. Through the strong identity they develop at KES7, they will drive their learning to and through college and beyond.

**Outcomes and Assessments Aligned with the State Priorities**

**Local Control Accountability Plan**

KIPP Elementary School 7 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, School Leaders, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

KES7’s school-wide and subgroup outcome goals and performance targets will be aligned to the state’s priorities. We will carefully set ambitious goals and outcomes for our teachers and students with the ultimate goal of preparing them for success once they leave KES7. These goals and targets are outlined in Figure 7. 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, KES7 will work with the KIPP LA Board to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.
### TEACHER ASSIGNMENTS AND CREDENTIALING

**State Priority No. 1: Basic Services**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Number of teachers who are credentialed</td>
</tr>
<tr>
<td>School wide &amp; all students: All teachers will have a credential for the course they are teaching</td>
<td>2015-2020 Annual Teacher recruitment and comprehensive interview process Hiring of credentialed teachers and ensuring proper placement Supporting teachers with transfer of credentials from out of state</td>
<td>2015 – 2016 will be baseline year for data. 100% of teachers will be credentialed for the course they are teaching</td>
</tr>
</tbody>
</table>
## ACCESS TO INSTRUCTIONAL MATERIALS
**State Priority No. 1: Basic Services**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong> Method for Measuring: Number of books and software licenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; all students: All students will have access to educational supplies and materials that are common core aligned</td>
<td>2015-2020 Purchase educational supplies and materials purchased that are common core aligned.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 100 % of students will have access. 100 % of students will have access. 100 % of students will have access. 100 % of students will have access. 100 % of students will have access.</td>
</tr>
</tbody>
</table>


2015 – 2016 will be baseline year for data.
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; all students: We will be compliant on all measures on SARC for Facility is in good repair.</td>
<td>2015-2020 Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits. Maintain a space that is conducive to learning.</td>
<td>Method for Measuring: Facility will meet criteria for “facility is in good repair” as outlined on the SARC</td>
</tr>
<tr>
<td>2015-2016 Baseline data</td>
<td>Overall facility score of “good” or better</td>
<td>Overall facility score of “good” or better</td>
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</tbody>
</table>

Baseline 2015-2016 will be base line year for data.
### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
#### State Priority No. 2

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School wide &amp; all students:</strong></td>
<td>Method for Measuring: Amount of training teachers receive on the Common Core State Standards.</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>
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<tr>
<td>Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency</td>
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<tbody>
<tr>
<td>2015-2020 Kinder through 1st 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.</td>
<td>100% of teachers will be trained to implement common core.</td>
<td>100% of teachers will be trained to implement common core.</td>
<td>100% of teachers will be trained to implement common core.</td>
<td>100% of teachers will be trained to implement common core.</td>
<td>100% of teachers will be trained to implement common core.</td>
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</tr>
<tr>
<td>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES Method for Measuring: parent attendance at parent meetings, Sign –in sheets</td>
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<tr>
<td>School wide &amp; all students: Increase the attendance of parents who attend Family Night, also recruit new parents to attend meetings</td>
<td>2015-2020 Families will be given our calendar of events at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance</td>
<td>2015 – 2016 will be baseline year for data. Base line data</td>
<td>Baseline+ 1% of parents will attend Family Night</td>
<td>Baseline + 2% of parents will attend Family Night</td>
<td>Baseline + 2% of parents will attend Family Night</td>
<td>Baseline + 3% of parents will attend Family Night</td>
</tr>
</tbody>
</table>
# STATEWIDE ASSESSMENTS
## STATE PRIORITY NO. 4: STUDENT ACHIEVEMENT

## ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

## SPECIFIC ANNUAL ACTIONS

<table>
<thead>
<tr>
<th></th>
<th>Method for Measuring: Number of students who are proficient for ELA and math</th>
</tr>
</thead>
</table>

### School wide & 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**

- 2015-2020 Teachers will use data such as interim assessments to tailor and guide instruction.
- Once baseline data has been established we will revise goal.
- Blended learning model ensures daily intervention and acceleration is available.
- PD and ongoing coaching for teachers using KFET and common core training.
- Tutoring after school during study hall.
- Saturday school will be available for student to work on math and English Language Arts.

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>Baseline + 1% Increase for ELA and math</th>
<th>Baseline + 2% Increase for ELA and math</th>
<th>Baseline + 2% Increase for ELA and math</th>
<th>Baseline + 3% Increase for ELA and math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline data</td>
<td>Baseline</td>
<td>Baseline + 1% Increase for ELA and math</td>
<td>Baseline + 2% Increase for ELA and math</td>
<td>Baseline + 2% Increase for ELA and math</td>
<td>Baseline + 3% Increase for ELA and math</td>
</tr>
</tbody>
</table>
### Academic Performance Index (API)

**State Priority No. 4: Student Achievement**

#### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Method for Measuring: ______________________________</td>
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</tbody>
</table>

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 No. 4: Student Achievement**

#### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Method for Measuring: ______________________________</td>
</tr>
</tbody>
</table>

Not applicable to the school’s program.

### English Learner Adequate Progress Rate

**State Priority No. 4: Student Achievement**

#### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Method for Measuring: CELDT Scores</td>
</tr>
</tbody>
</table>

**EL’s:**

- Students will advance at least one performance level each academic year as measured by the CELDT

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline Data</th>
<th>Baseline +1% of EL</th>
<th>Baseline +2% of EL</th>
<th>Baseline +2% of EL</th>
<th>Baseline +3% of EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>2015 – 2016</td>
<td>students will advance one performance level or more</td>
<td>students will advance one performance level or more</td>
<td>students will advance one performance level or more</td>
<td>students will advance one performance level or more</td>
</tr>
<tr>
<td>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
<td></td>
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</tr>
<tr>
<td>ENGLISH LEARNER RECLASSIFICATION RATE</td>
<td>Method for Measuring: Percentage of EL students who EL reclassify as RFEP</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EL’S: Students who enter kindergarten as ELs as will exit as RFEP by the end of their tenure</td>
<td>2015-2020 kindergarten through first 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>2019 – 2020 will be baseline year for data.</td>
<td>Data not available</td>
<td>Data not available</td>
<td>Data not available</td>
</tr>
</tbody>
</table>

| AP EXAMINATION PASSAGE RATE [High Schools Only] | Method for Measuring: _____________________ |
| Not applicable to the school’s program. |

<p>| EAP COLLEGE PREPAREDNESS RATE [High Schools Only] | Method for Measuring: _____________________ |
| Not applicable to the school’s program. |</p>
<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; all students: ES7 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>2015 – 2016 will be baseline year for data. K- 1st grade will sustain 95% ADA K- 2nd grade will sustain 95% ADA K- 3rd grade will sustain 95% ADA K- 4th grade will sustain 95% ADA K- 4th grade will sustain 95% ADA</td>
</tr>
</tbody>
</table>
### CHRONIC ABSENTEEISM RATE
**State Priority No. 5: Student Engagement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide &amp; all students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten through first grade will not miss more than 10% of school</td>
<td>2015-2020</td>
<td>Incentivize perfect attendance through awards and assemblies</td>
</tr>
<tr>
<td></td>
<td>School will use “all call” software to communicate with parents about their child’s attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Both parents and students will be held accountable for attendance goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents will join in to celebrate students who have perfect attendance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015 – 2020 will be baseline year for data.</td>
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<tr>
<td></td>
<td>75% of k-1st grade will not miss more than 10% of school</td>
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<tr>
<td></td>
<td>77% of k-2nd grade will not miss more than 10% of school</td>
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</tr>
<tr>
<td></td>
<td>80% of k-3rd grade will not miss more than 10% of school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>82% of K-4th grade will not miss more than 10% of school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>85% of K-4th grade will not miss more than 10% of school</td>
<td></td>
</tr>
</tbody>
</table>

### DROPOUT RATE [Middle and High Schools Only]
**State Priority No. 5: Student Engagement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not applicable to the school’s program.</td>
</tr>
</tbody>
</table>
## GRADUATION RATE [High Schools Only]
### STATE PRIORITY NO. 5: STUDENT ENGAGEMENT

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

*Not applicable to the school’s program.*

## STUDENT SUSPENSION RATE
### STATE PRIORITY NO. 6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Suspension rate (unduplicated pupils)</td>
</tr>
<tr>
<td>School wide &amp; all students: ES7’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>2015 – 2016 will be base line year for data. ES7 will have less than 2% suspension rate ES7 will have less than 2% suspension rate ES7 will have less than 2% suspension rate ES7 will have less than 2% suspension rate</td>
</tr>
</tbody>
</table>
### STUDENT EXPULSION RATE

**STATE PRIORITY NO. 6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School wide &amp; all students:</strong></td>
<td></td>
<td><strong>Method for Measuring: Expulsion rate (unduplicated pupils)</strong></td>
</tr>
<tr>
<td>ES7’s expulsion rate will not exceed 1%</td>
<td>Use a tiered behavior system to ensure school safety</td>
<td>ES7 will have less than 1% expulsion rate</td>
</tr>
<tr>
<td>Add personnel to support the increase of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]</strong></td>
<td></td>
<td><strong>STATE PRIORITY NO. 6: SCHOOL CLIMATE</strong></td>
</tr>
<tr>
<td><strong>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
<td><strong>MEASURABLE OUTCOMES</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Method for Measuring: KIPP Foundation Healthy Schools and Region Survey</strong></td>
</tr>
<tr>
<td>All students will feel safe at school</td>
<td>2015-2020</td>
<td></td>
</tr>
<tr>
<td>Use a tiered behavior system to ensure school safety</td>
<td>2015 – 2016 will be baseline year for data.</td>
<td>Parents of kindergarten through 1st grade will rate the item: “my child’s school is safe” as a 4 or better.</td>
</tr>
<tr>
<td>Add personnel to support the increase of students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### BROAD COURSE OF STUDY
**State Priority No. 7**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: Number of students who have had access to identified courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will have access to a broad course of study that includes courses such as: Art, Engineering and Coding, and PE in addition to ELA and math during a school year</td>
<td>2015-2020 Programmatic planning and scheduling: School will insure schedule allows enough time for all students to engage in listed courses. Hiring of credentialed teachers to teach enrichments: School will create budget that supports the hiring of needed teachers to offer courses to all students</td>
<td>2015 - 2016 will be base line year for data.</td>
<td>100% of students will have access to a broad course of study</td>
</tr>
</tbody>
</table>

<table>
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<td>All students</td>
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<td>will have access to a</td>
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<td>broad course of study</td>
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<td>that includes courses</td>
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<td>such as: Art,</td>
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<td>Engineering and</td>
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<td>Coding, and PE</td>
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<td>in addition to</td>
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<td>ELA and math</td>
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<td>during a school year</td>
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</tbody>
</table>
### [OTHER STUDENT OUTCOMES]
**STATE PRIORITY NO. 8**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students: Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
<td>2015-2020 Teachers will use previous MAP scores to create targeted instruction for each student. Ensuring high-quality instruction and targeted support. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</td>
<td>Method for Measuring: Number of students meeting MAP growth goals</td>
</tr>
<tr>
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<tr>
<td></td>
<td></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>
</tbody>
</table>

### KIPP’s Six Essential Questions

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

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

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

KES7, 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**

KES7 will offer a rigorous California content and Common Core standards-based instructional program that will build the foundation to ensure our students’ success in the future, by enabling and empowering them to become self-motivated, competent, life-long learners. The school’s program will nurture well-rounded critical thinkers who love learning, while preparing them to master the California content and Common Core standards through engaging in authentic work. Beyond enabling our students to perform at or above grade-level in English Language Arts and mathematics, KES7 will enable our students to become artists, scientists, authors, athletes, and agents of change who develop projects to impact the local and global community.

KES7 has a staffing model designed to best serve the students that we teach in our building. For this reason, an emphasis is placed on hiring the most qualified teachers that will have the best results with our students. In its founding year, KES7 will serve 115 kindergarten and 115 first grade students for a total student body of 230 students. Each classroom will have approximately 30 students with one teacher in each classroom. We will hold true to our promise of providing an excellent education for all students by maximizing the human capital in our building. The KES7 staff plan is outlined below in Figure 8.
In year one, every teacher and dean will push into the classroom to teach literacy. Every team member will see themselves as a literacy teacher and as such will incorporate literacy into their content or time with our students. We will have apprentice teachers for both kindergarten and first grade that will support teachers in pulling small groups and delivering targeted instruction. Staffing models in future years will reflect additional grade levels. Staffing will be similar for future grade levels and will reflect both the needs of the student population as well as budgetary constraints.

KES7’s curriculum will be designed specifically to meet the needs of our students and help them reach our goal of college graduation. To do so, our team will research the best curricular programs we can find and pick and choose the best aspects of those programs to infuse into our academic program. We will focus extensively on integrating a blended learning model into our ELA and math instruction time which, based on the success of other KIPP LA
elementary schools, should greatly enhance our ability to reach all learners.

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

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

When planning, KES7 teachers will first consider how their instruction will meet the individual needs of students. Their lesson plans, primarily the modeling, guided practice and independent practice components will incorporate the different learning modalities and multiple intelligences informed by the work of Howard Gardner, psychologist and author of Multiple Intelligences, and social and emotional intelligence based on the work of Daniel Goleman, psychologist and author of Emotional Intelligence. Further, the teachers will use a mixture of groupings during their instruction including whole class instruction and collaborative learning groups. Teachers will be cognizant of the importance of movement, especially with the kindergarten and first grade students, and rotate groups of students among locations throughout the room in accordance with attention spans and what is developmentally appropriate.

Teachers will further differentiate instruction through modifications to the content, process, or product while ensuring they are providing the needed scaffolding to set their students up for success. KES7 will use the work of
Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners*, to inform our differentiated instruction.

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

**Curriculum and Instruction**

The KIPP pillar Power to Lead means that KIPP school leaders are allowed to independently make curriculum decisions in the best interest of their students. Therefore, KES7 retains the right to select appropriate research-based curricula that may include, but are not limited to, the instructional programs listed in Figure 9. KES7 will adjust its curriculum based on research and student achievement data. For example, if it is deemed that a particular curriculum is not delivering the desired results, after careful reflection, research, and analysis KES7 may choose to replace that curriculum with one that it believes will better enhance student learning and achievement.

**Figure 9: KES7 Instructional Programs**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>SRA Imagine It!, McGraw Hill Wonders, Words Their Way, Teacher’s College Readers Workshop Curricular Calendar, Lucy Calkins’ Units of Study for Writing, Achieve3000, Accelerated Reader</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>McGraw Hill My Math, Eureka Math, Singapore Math, Cognitively Guided Instruction (partnership with UCLA Lab School), Kathy Richardson, Calendar Math, Dreambox, ST Math</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Delta Full Option Science System, Houghton Mifflin California Science, Macmillan/McGraw-Hill California Science, Scott Foresman California Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Taught through Read Alouds and teacher-created units, Houghton Mifflin History-Social Science, Scott Foresman History-Social Science for California</td>
</tr>
</tbody>
</table>

KES7 has selected each of these instructional programs due to its comprehensive nature and alignment with the California Common Core Standards for ELA and math, the Next Generation Science Standards, and California Content standards for all other applicable subjects. Each program includes teaching approaches to differentiate instruction, meet the needs of English Learners, and challenge identified Gifted and Talented students. Each program has been created by reputable publishers with a record of successful implementation with the student population KES7 will serve.

KES7 will select curriculum, materials, and instructional activities through the input of the teachers in each grade level during grade level meetings. Grade level facilitators, selected based on their teaching and leadership ability, bring the team’s preferences to the Leadership Team comprised of representatives from each grade level who will
finalize decisions with the administration. Guided reading texts will be selected based on common criteria, including the level of vocabulary used in the text, genre, cultural relevance, and appropriateness for students’ reading levels. Selecting texts is a collaborative effort made on the part of the School Leader and teachers, and grade-level leaders.

In addition to the materials listed above, KES7 plans to incorporate standards-based online learning programs to supplement instruction in core subjects. Through rigorous and engaging online content such as (but not limited to) Dreambox Learning, ST Math, Accelerated Reader, and Achieve3000, students will be able to access individualized instruction at their level to practice what they’ve learned in class and strengthen their 21st century computer literacy skills through sustained daily usage of computer hardware and software. When selecting online learning content, the School Leader will consider academic rigor, student engagement, and program alignment to the Common Core standards.

KES7 teachers will follow the basic guidelines of the instructional programs’ scope and sequencing, but will supplement and reorganize the curriculum as needed to meet the needs of their students based upon assessment information. While the units of study provide structure, the Common Core standards will guide the decision-making and instruction. For example, the teachers may elect to introduce a standard earlier in the year than it is introduced in a particular textbook or curriculum to ensure students have more time to master that standard. KES7 will further enhance these programs by aligning and supplementing activities based on assessment data and innovative strategies, such as an accelerated curriculum at the kindergarten level.

In addition to the selected instructional programs, teachers will use a variety of supplemental materials and frameworks to reinforce and enhance mastery of the content standards as designed in the core subject scope and sequences provided in figure 10. Teachers will utilize supplemental resources that may include:

Figure 10: KES7 Supplemental Materials

<table>
<thead>
<tr>
<th>Program/Supplemental Resource</th>
<th>California Content Standard Strand (the program/supplemental resource supports)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susana Dutro’s Focused Approach</td>
<td>-K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</td>
</tr>
<tr>
<td></td>
<td>-K – 4 English Language Arts: Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>-K – 4 English Language Arts: Writing Applications</td>
</tr>
<tr>
<td></td>
<td>-K – 4 English Language Arts: Written Conventions</td>
</tr>
<tr>
<td></td>
<td>-K – 4 English Language Arts: Oral Language Conventions</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Word Analysis</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Fluency and Systematic Vocabulary Development</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Literary Response and Analysis</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: Writing Strategies</td>
</tr>
<tr>
<td></td>
<td>-English Language Development: English-Language Conventions</td>
</tr>
<tr>
<td>Words Their Way</td>
<td>-K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary</td>
</tr>
<tr>
<td>Model/Program/Model</td>
<td>K – 4 Strands</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Fountas and Pinnell’s Guided Reading Model</td>
<td>English Language Development: Word Analysis, Fluency and Systematic Vocabulary Development</td>
</tr>
<tr>
<td></td>
<td>K – 4 English Language Arts: Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>K – 4 English Language Arts: Oral Language Conventions</td>
</tr>
<tr>
<td>Standards Plus</td>
<td>All K – 4 English Language Arts content standards strands</td>
</tr>
<tr>
<td>Lucy Calkins Units of Study</td>
<td>K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</td>
</tr>
<tr>
<td></td>
<td>K – 4 English Language Arts: Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>K – 4 English Language Arts: Oral Language Conventions</td>
</tr>
<tr>
<td>Sharon Taberski’s Reader’s Workshop Model</td>
<td>K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</td>
</tr>
<tr>
<td></td>
<td>K – 4 English Language Arts: Oral Language Conventions</td>
</tr>
<tr>
<td>¡Viva el español! (for stages 1 – 2 of the California Language Learning Curriculum)</td>
<td>All Foreign Language framework strands</td>
</tr>
<tr>
<td>Engineering is Elementary</td>
<td>All K – 4 Technology content standards</td>
</tr>
<tr>
<td>English-Language Arts Content Standards for California Public Schools Framework</td>
<td>All K – 4 English Language Arts content standards strands</td>
</tr>
<tr>
<td>English Language Development Content Standards for California Public Schools Framework</td>
<td>All K – 4 English Language Development content standards strands</td>
</tr>
<tr>
<td>Mathematics Content Standards for California Public Schools Framework</td>
<td>All K – 4 Mathematics content standards strands</td>
</tr>
<tr>
<td>Physical Education Model Content Standards for California Public Schools Framework</td>
<td>All K – 4 Physical Education content standards strands</td>
</tr>
<tr>
<td>Visual and Performing Arts Content Standards for California Public Schools Framework</td>
<td>All K – 4 Music and Visual Arts content standards strands</td>
</tr>
<tr>
<td>Science Content Standards for California Public Schools Framework</td>
<td>All K – 4 Science content standards strands</td>
</tr>
<tr>
<td>History-Social Science Content Standards for California Public Schools Framework</td>
<td>All K – 4 Social Studies content standards strands</td>
</tr>
</tbody>
</table>

Furthermore, to better prepare our students with 21st century skills, an array of online programs have been selected to support instruction. Some examples are below:
Innovative Instructional Practices

KES7 will implement an innovative and evolving rotational blended learning model in math in kindergarten through fourth grade and in ELA in second through fourth grade which provides students with access to rigorous adaptive software programs, engaging independent work, and targeted small group instruction. Students will divide into homogeneous groups by skill level and rotate among stations that are targeted to specific standards and informed by recent assessment data and teacher understanding of student needs. For example, after a mini lesson in a small group, the teacher may assign each student a quick exit slip activity to demonstrate mastery. Each student conferences with the teacher to talk through their exit slip. Once a student has successfully completed the exit slip, the teacher will dismiss him or her to move on to the computer-based software or independent work that builds on the recent lesson. By customizing rotations for each student’s needs, our teachers can ensure that each student is getting the real-time assistance he or she needs and increasing the impact of face-to-face instruction.

The rotational blended learning that KES7 will implement will be heavily influenced by the work at both KIPP Empower Academy and KIPP Comienza Community Prep. Both schools have found immense success with rotational blended learning as it enables teachers to provide targeted small group instruction to students in homogeneous groupings. When paired with extensive data on student performance, teachers are able to provide students with personalized instruction that addresses their specific needs or accelerates them to the next level.

Additionally, KES7 will empower its teachers to innovate even further in their classrooms with technology, employing new tools such as Google Classroom and Illuminate to push out instructional videos and mini-quizzes to students to strengthen foundational skills. KIPP LA’s Innovation team in collaboration with school site technology leads, provide professional development on the use of technology in the classroom. Professional development occurs both at the beginning of the year as well as throughout the school year. Teachers will also spend time identifying powerful iPad applications that address specific standards or work particularly well with students who are struggling. By using multi-media for instruction every day, KES7’s teachers will address our students varied learning strengths and preferences.
KES7’s rotational blended learning model will help our teachers integrate technology into instruction every day. This work on Chromebooks, iPads and adaptive software programs will help our students adjust to a world where technology is pervasive. Additionally, KES7 will empower our students with a variety of technology tools to enhance their learning beyond rotational blended learning. For example, All students beginning in first grade will have email accounts so teachers may email them links to standards-based activities, like math games in Dreambox and STMath that are linked to grade-level standards. Students will also begin typing instruction in first grade so they will become adept at composing writing pieces and publishing them digitally. In the higher grades, students will go through the writing process only on their word documents, and they will peer edit their classmates’ work using google docs.

As our students move to higher grades, they will work on developing PowerPoint presentations, Word documents, typing, and other skills that will complement core content instruction. To meet these learning goals, teachers will develop technology lesson plans in accordance to the International Society for Technology Education standards for teachers and students. Technology lessons will be embedded into the core subject curriculum. Technology, will not be a standalone time block in the daily schedule, instead, teachers will develop technology lessons following the KES7 technology scope and sequence to support different subject areas.

By fourth grade, our students will develop technological competency. Students will show mastery by giving oral presentations, using Keynote or PowerPoint, about a topic they researched or a personal experience. In addition, KES7 students will learn to type and publish final drafts of their written work using Google documents, become adept at using Internet search engines, and prepare presentations.

As part of the blended learning curriculum, KES7 will also administer assessments online to prepare students for the Common Core assessments and ensure that they are comfortable with technology. Online assessments allow teachers to easily access data on student performance and analyze whether their instructional techniques are working for all students.

**Intervention**

When students need support outside of small group instruction and blended learning, KES7 will provide an extensive intervention program based on the Response to Intervention system. Teachers will tier students in reading, writing, and math to help identify which students need additional support. In kindergarten and 1st grade, staff members will use the Read Well program to boost fluency and comprehension.

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

If after implementing the aforementioned instructional support strategies significant progress has not been made as measured by assessments, students achieving below grade level may be referred by the teacher or by the parent for a Student Success Team (SST) meeting. In these meetings, the classroom teacher, the parent, the School Leader/Dean, and any other relevant party will convene to discuss the child’s strengths and areas of concern. The staff of KES7, typically the student’s teacher or a member of the leadership team will be responsible for documenting the action steps and ensuring that they are implemented will lead the meetings. The SST will use multiple sources of information and data to create a plan that addresses the individual needs of each student. Teachers, parents, and other relevant parties will bring student work samples, tests and quizzes, portfolio work (if applicable), notes from observations of performance or behavior, discipline logs and any other pertinent source of information concerning the child’s demonstrated abilities. Based on the evidence and the discussion of its meaning, action steps will be generated for follow-up interventions to further assist the child in academic or behavioral growth. Additionally, tools are either gathered or generated to track the progress of the student given the new interventions. Specific strategies, interventions and accommodations will be implemented and documented based on the individualized needs and areas of concern. In addition to detailing the steps, the expected outcomes and the responsible personnel, the SST will also schedule timely follow-up meetings to review and discuss the student’s response to the interventions. Based on the progress a student makes, the level of intervention will be adjusted to meet each student’s needs.

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

**Core Components of Educational Program**

**English-Language Arts and Writing**

Literacy will be the focal point of all instruction at KES7, as we acknowledge its fundamental importance in every academic discipline and life. To promote literacy, our English-Language Arts program will provide a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. The Common Core Standards for English Language Arts will drive literacy instruction, and teachers will use the Core Knowledge curriculum as an instructional resource. Moreover, all classrooms beginning in first grade will run a Reader’s Workshop model that will consist of independent reading, reading conferences, guided reading, and mini-lessons. We will use SRA Imagine It, a primary source for reading instruction and we will enhance our literacy program with a variety of
novels, children’s books, and poetry. The majority of instruction will be differentiated and occur in both homogeneous and heterogeneous groupings by reading level and skill level. For example, students may be grouped during guided reading to review the comprehension skill “drawing conclusions” and experience the lesson with classmates of differing reading levels.

To address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, KES7 will use the following approaches to English-Language Arts instruction. The components of the program are:

- **Word Study**: Students will receive intensive instruction in phonics, vocabulary, and spelling.
- **Read Aloud**: The teacher will read a text aloud and involve the students in what is read through comprehension activities. Students will acquire and sharpen their listening and comprehension skills through this exercise. The teacher will also use this time to model the application of reading skills.
- **Shared Reading**: The teachers and students will work from a common text to study particular reading skills and strategies. Literature choices will take into consideration themes across content areas, literature genres, and texts read and discussed at exemplary elementary schools. Students will also gain considerable exposure to expository texts.
- **Guided Reading**: To meet the individual needs of all students, students will spend time in fluid reading groups working on particular reading skills with the teacher. This will provide students with enrichment and remedial instruction to ensure each student is a successful reader. This will occur during workshop time while the other students are engaged in workshop stations based on targeted standards.
- **Independent Reading**: Teachers will set aside a time each day for independent reading (also known as Silent Sustained Reading). During independent reading, students will be reading from an individual selection of books at their independent reading level.

In addition to general English Language Arts instruction, KES7 will focus closely on writing through a separate writing block each day. Writing is an essential skill all students must have to realize the school’s mission. During this time teachers will use various approaches to develop students’ writing skills. Approaches may include:

- **Grammar**: Students will learn and apply standard rules of punctuation, capitalization and English language grammar.
- **Writing**: As a whole group, students will write common texts to practice and model types of writing, elements of style, and grammar. This will also be a good time for teachers to model and reinforce the writing process. Students will work with the teacher collaboratively to create a piece of writing to develop and enhance their writing skills.
- **Independent Writing:** Students will spend time daily writing in journals. During this time, students may use their journals for free writing, brainstorming, pre-writing, or practicing various writing strategies or conventions.

KES7 will use a Writer’s Workshop model for writing instruction. As an instructional resource and base, teachers will use the 6+1 Trait® writing framework developed by teachers across the country along with the Lucy Calkins Units of Study. Grade levels will follow a school-wide genre scope and sequence, as well as grade level standards to ensure students are becoming strong independent and creative writers and mastering California Common Core Standards for Writing.

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

All teachers will focus on literacy regardless of the subject. Through teacher collaboration, reading and writing strategies will be reinforced across all of the disciplines. For example, when reading science text books and materials, the science teacher will employ the reading skills taught during literacy time. Teachers will do the same in social studies when reading textbooks, primary sources, and materials, and in math when reading textbooks and word problems. Teachers will stress writing skills in various types of reports, science labs, and explanations of math processes. This cross-curricular approach will give students the opportunity to understand that the skills of reading and writing are not limited to English-Language Arts. English Language Arts instruction will happen for at least 100 minutes each day, and writing instruction will happen for 40 minutes each day.

The Leadership Team at KES7 will be responsible for staff development in ELA and writing and leading all professional development. The leadership team will work collaboratively to ensure all grade levels are receiving the support they need, so that KES7 students become prolific readers and exceptional writers. Where appropriate or necessary, KES7 will seek outside assistance with professional development for ELA. Further, selected teachers will attend targeted third-party professional development and then provide professional development to the KES7 teachers.

**English Language Development**

KES7 will comply with all federal, state, and judicial mandates for English Learners (EL). Given the demographics of the Los Angeles Unified School District and the specific location of our school, KES7 expects that a significant number of our students will be classified as English Learners. The school is dedicated to providing these students with an exceptional education and transitioning them into English proficiency through the use of the school’s
services and teaching methods. All students who are identified as English Learners will take the California English Language Development Test (CELDT) each year by the end of October. The school also recognizes the importance of valuing students’ native languages, and will reinforce 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, KES7 will implement a comprehensive structured immersion program, in every mainstream classroom, for its EL students. KES7 aims 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 KES7 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 KES7’s English Learner Master Plan. All instruction will be in English, except for the designated Spanish enrichment block; 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 will make in their mainstream classes within KES7’s extended day schedule, there will be ample time for additional intensive English language instruction
during small group and workshop time. The KES7 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 KES7:

- 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.

KES7 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, KES7 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 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:

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

KES7 will monitor the effectiveness of the program through student performance on the California Assessment of Student Performance and Progress (CAASPP) Reports, norm-referenced assessments when applicable, CELDT test results, Title III Accountability Reports as applicable, internal benchmarks, and reclassification rates for all of KIPP LA Schools.

Mathematics

The math curriculum at KES7 will be designed to ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the knowledge to apply problem-solving skills at high levels in the real world. KES7 believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students. With a target population of students from both economically- and educationally- underserved backgrounds, KES7 will implement a program to ensure every student develops a solid math foundation and builds to an even higher level of mathematical knowledge and skills that will put them on the path to and through college.

Math will be a focal point of instruction at KES7 as we acknowledge math’s fundamental importance in academics and life. Students will benefit from daily classroom instruction in math, in addition to morning meetings and workshop time featuring Common Core-aligned stations. Some days these workshops will be homogenously grouped to target specific areas of growth, while other days they will be heterogeneously grouped. Homogenous grouping will be fluid and used as an intervention strategy for those students needing support. The program will draw from a variety of resources, including textbooks, critical thinking activities, and math manipulatives. In each grade level, students will learn the fundamentals of each math strand which include counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry.
KES7 will use a math program such as Singapore Math or Eureka Math for instruction in grades kindergarten through fourth grade. This curriculum will be used as a tool in ensuring mastery of math standards. The teaching staff will use this resource as a base from which to build standards-based eight step lesson plans. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed. Students will also engage in Cognitively Guided Instruction, a partnership with UCLA Lab School, as well as elements of Kathy Richardson’s math activities.

To address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, KES7 will supplement math instruction with critical thinking and problem solving activities, which assist in developing a greater understanding of math concepts and higher order thinking skills.

Students will also engage in student-centric, adaptive online technology administered by a variety of software program providers. Students will receive differentiated supplementary instruction in mathematics matched to their learning needs and responsive to how they perform within the program. If students do well, the program speeds students through as fast as they can learn; if a student is struggling, the program cycles back to re-teach lessons and generates reports for teachers to use to provide further intervention. The incorporation of online learning into KES7’s instructional program will ensure that students receive highly-targeted instruction at their levels and will provide valuable data that teachers can use to inform their instruction.

Math skills will be utilized and reinforced in various content areas at KES7. For example, math skills will be reinforced in science when students measure temperature. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited solely to math class.

Science

Establishing a strong foundation in Science will enable our students to critically observe the world and develop their intuition, as well as their observation, thinking and analytical skills. KES7 will use the Delta Science program or a similar standards-aligned program in kindergarten through fourth grade as a tool to ensure mastery of the Next Generation Science Standards (NGSS). The teaching staff will use this resource as a base and from this tool build standards-based eight step lesson plans. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed.

Science instruction will utilize a textbook-based approach in combination with exploration through experiments and video clips that bring certain topics to life for the students. Students will have the opportunity to conduct online and off-line research to deepen their knowledge base on a particular topic.
The science instruction across the grade levels will be organized to best facilitate 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. KES7 will design a program in which students excel in science, technology, engineering, arts and mathematics (STEAM). Our science curriculum will use a problem solving approach, to ensure that we are preparing our students with the tools necessary to succeed in the 21st century.

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 over time. KES7 will use teacher-created units and read-alouds as tools in ensuring mastery of the California Content standards in history-social science. The teaching staff will build standards-based eight step lesson plans based on their long-term plans for Social Studies.

Social studies instruction will use a combination of exploration through the use of primary and secondary resources, as well as video clips that bring certain topic to life for the students. Students will have the opportunity to conduct research and seek out resources to deepen their knowledge base on a particular topic. Teachers will work collaboratively to make connections across disciplines and reinforce topics taught throughout the day.

During their time at KES7, the students will develop their historical and social sciences analysis skills through developing the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, and point of view, and historical interpretation.

The social studies curriculum will be organized around the following topics in each grade level:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Learning and Working Now and Long Ago</td>
</tr>
<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>

Non-Core Areas of Instruction

KES7 believes strongly in educating the whole child. As a result, KES7 offers the following courses: values based
lessons, art, coding and engineering, and physical education.

Values-Based Lessons

To ensure students develop academic skills as well as character skills, KES7 students will engage in instructional time focused on strengthening their character. In addition to the shared primary values across the school, each classroom will focus on the development of virtues and character strengths in accordance with the work of Martin Seligman, the founder of Positive Psychology and author of *Authentic Happiness*. Moreover, values lessons will also focus on K – 4 Listening and Speaking content standards and establish objectives to meet these standards.

Values-based lessons will be incorporated into the enrichment classes block as well as in other parts of the day such as Morning Meeting, Read Aloud and Closing Circle. In addition to values-based lessons and character-strengthening lessons based on Seligman’s work, teachers will also use an adapted version of the Conflict Resolution from the Responsive Classroom approach. In kindergarten and first grade, the model will closely resemble the Responsive Classroom model. For grades second through fourth, teachers will adapt the model to ensure students are resolving conflicts using the model as a support rather than a prescriptive method. The purpose of adapting the model in second through fourth grade is to ensure our students have internalized it and can independently be reflective and thoughtful about solving problems in respectful ways that honor their school community members.

Teachers will measure students’ development and growth in each value through rubrics and grade level outcomes they will pre-determine at the beginning of each school year during summer professional development. Rubrics will provide teachers, parents and students with a common understanding of how values are linked to developmentally appropriate behaviors at each grade level. Along with rubrics and outcomes, teachers will make anecdotal notes about each child’s progress in embodying and demonstrating each value. Teachers will use data collected from the rubrics, outcomes and anecdotal notes to score each child on the five values at every quarterly grading period (KES7 has developed standards-based report cards that include a values section) and share student progress with parents during parent/teacher conferences.

Arts

KES7 believes that it is not enough for students to only master California content and Common Core standards in the core subject areas; the school must develop and educate the whole child. To this end, KES7 will offer a robust arts education program to grow the innate talents of students. Instruction is organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills will be woven into this enrichment class.
Coding and Engineering

At KES7, students will be encouraged to apply their science, math, and writing skills in engineering and coding classes begin in kindergarten through a Coding and Engineering enrichment class. Using the program, Engineering is Elementary, students will develop creativity, critical thinking, and problem solving skills, as they learn about and design their own engineering projects. In conjunction, students will also learn coding through code.org, Scratch, or similar programs. These programs will deepen students critical thinking and problem solving skills as they learn how technology works and how to design their own programs. As 21st century learners, it is paramount that our students develop the technological literacy and critical thinking skills to be prepared for college and beyond. Through this enrichment class, KES7’s students will learn to be powerful creators who have the tools to solve complex problems.

Physical Education

Physical education classes will develop our students’ motor skills while promoting the good health habits that will have a positive effect on students’ well-being. In addition, students will develop sportsmanship and teamwork skills. KES7 will organize its physical education program in accordance with the California content standards in Physical Education at each grade level, following 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.

Transitional Kindergarten

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

Transitional Kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age- and developmentally-appropriate. If KES7 enrolls students who are eligible for TK it will offer a developmentally-appropriate program to meet the needs of its students. TK ensures that children have developed the foundation to successful learning when they begin kindergarten. TK bridges the path between
preschool and kindergarten and gives students a head start that will yield huge payoffs in future academic success. It provides the gift of time that will help students build a strong foundation for success in elementary school.

KES7 will utilize 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 transitional kindergarten students will finish the year well-prepared for the rigor of kindergarten. It is our goal that many students will leave prepared for first grade.

**Academic Calendar and Schedules**

*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 Cal. Code of Regulations, tit. 5, section 11960.*

Each year, KES7 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. KES7 will offer a supplemented school year with school starting each year in August as shown in Figure 11.
Figure 11: Instructional Calendar

KIPP Elementary School 7

2015-16 Academic Calendar

AUGUST 2015

08/10: School Starts

SEPTEMBER 2015

09/07: No School - Labor Day
09/23: School Planning Day

OCTOBER 2015

10/19: KIPP LA PD Day
10/20: School Planning Day

NOVEMBER 2015

11/11: No School - Veterans Day
11/16-11/20: P/T Conferences
11/25-27: Thanksgiving Break

DECEMBER 2015

12/22-01/08: Winter Break

JANUARY 2016

01/11: School Planning Day
01/18: Martin Luther King Jr. Day

FEBRUARY 2016

02/15: Presidents Day
02/17: School Planning Day

MARCH 2016

03/14: Spring Break
03/21: KIPP LA PD Day
03/29-04/02: Spring Break

APRIL 2016

04/11: School Planning Day
04/15-04/16: P/T Conferences

MAY 2016

05/28: Memorial Day

JUNE 2016

06/16: Last day of school

KEY/LENGEND:

- School in session
- No School
- Pupil Free Day
- Early Dismissal

Dismissal Times:
- 4:00 PM: Regular Day
- 1:00 PM: Early Dismissal Day
As shown in Figure 12, 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

The first day of School is the second Monday in August; for the 2015 – 2016 school year, the first day of School will be August 10.

Instructional Day

Each minute of instructional time will be maximized at KES7. The daily schedule is designed to develop well-rounded students with strong skills in a wide variety of content areas. KES7 has created this supplemented schedule to ensure students have a significant amount of time allocated to English-Language Arts with separate times allocated to phonics and vocabulary, reading, and writing. ELA will also be targeted during workshop time, which will allow our teachers to meet the needs of the students in small groups and provide necessary intervention and support. Students will have multiple times to develop their math skills through morning math meeting, math block, and workshop time, which will at times be dedicated to math standards. Students will also engage in focused blocks of Social Studies and Science. The schedule also allocates time to art, engineering and coding, and physical education, which KES7 believes are essential to build upon students’ natural talents. In addition, time for explicit instruction of the school’s values will be scheduled at least once a week at an extended school-wide morning assembly to meaningfully target students’ character development. Kindergarten will also include a rest time.
Figure 13 shows a sample daily schedule for kindergarten and Figure 14 shows a sample full week’s schedule for first grade.

Figure 13: KES7 Sample Daily Schedule for Kindergarten:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20 – 7:45</td>
<td>Breakfast and Choice Reading</td>
</tr>
<tr>
<td>7:45am-8:05am</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:05am-8:45am</td>
<td>Phonics/Vocabulary</td>
</tr>
<tr>
<td>8:45am-9:40am</td>
<td>ELA Workshop/ Social Studies</td>
</tr>
<tr>
<td>9:40am-10:10am</td>
<td>Science</td>
</tr>
<tr>
<td>10:10am-11:00am</td>
<td>Reader’s Workshop</td>
</tr>
<tr>
<td>11:00am-11:45am</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>11:45am-12:30pm</td>
<td>Math Direct Instruction</td>
</tr>
<tr>
<td>12:30pm-1:15pm</td>
<td>Math Workshop</td>
</tr>
<tr>
<td>1:15pm-1:45pm</td>
<td>Nap</td>
</tr>
<tr>
<td>1:45pm-2:30pm</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td>2:30pm-3:00pm</td>
<td>Elective [Art, PE, or Engineering and Coding]</td>
</tr>
<tr>
<td>3:00pm-4:00pm</td>
<td>Supplementary Activities [Electives, Values Lessons, or Discovery]</td>
</tr>
</tbody>
</table>

Figure 13: KES7 Sample Weekly Schedule for First and Second Grade:

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7:20-7:45am Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td></td>
<td>7:45am-8:05am Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td></td>
<td>8:05am-8:45am Phonics/Vocabulary</td>
<td>Phonics/Vocabulary</td>
<td>Phonics/Vocabulary</td>
<td>Phonics/Vocabulary</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>8:45am-9:40am ELA Workshop</td>
<td>ELA Workshop/ Social Studies</td>
<td>ELA Workshop/ Social Studies</td>
<td>ELA Workshop/ Social Studies</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>9:40am Science</td>
<td>Science</td>
<td>Science</td>
<td>Writers’ Workshop</td>
<td>Research</td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>7:45-7:50</td>
<td>Morning Round Up</td>
<td>Morning Round Up</td>
<td>Morning Round Up</td>
<td>Morning Round Up</td>
<td>Morning Round Up</td>
</tr>
<tr>
<td>7:50-8:10</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:10-8:35</td>
<td>ELA – Independent reading, shared reading, literacy circles</td>
<td>ELA – Independent reading, shared reading, literacy circles</td>
<td>ELA – Independent reading, shared reading, literacy circles</td>
<td>ELA – Independent reading, shared reading, literacy circles</td>
<td>Assessment</td>
</tr>
<tr>
<td>8:35-9:30</td>
<td>ELA Workshop</td>
<td>ELA Workshop</td>
<td>ELA Workshop</td>
<td>ELA Workshop</td>
<td>Assessment</td>
</tr>
<tr>
<td>Time</td>
<td>Readers’ Workshop</td>
<td>Readers’ Workshop</td>
<td>Readers’ Workshop</td>
<td>Readers’ Workshop</td>
<td>Readers’ Workshop</td>
</tr>
<tr>
<td>--------------</td>
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<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>9:30-10:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:20-11:15</td>
<td>Writers’ Workshop</td>
<td>Writers’ Workshop</td>
<td>Writers’ Workshop</td>
<td>Writers’ Workshop</td>
<td>Writers’ Workshop</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>PE</td>
<td>Social Studies</td>
<td>PE</td>
<td>Social Studies</td>
<td>PE</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Math Direct Instruction</td>
<td>Math Direct Instruction</td>
<td>Math Direct Instruction</td>
<td>12:30-1:00 Math Workshop</td>
<td></td>
</tr>
<tr>
<td>1:15-2:00</td>
<td>Math Workshop</td>
<td>Math Workshop</td>
<td>Math Workshop</td>
<td>Dismissal at 1:00pm for Professional Development</td>
<td>Math Workshop</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>3:00-4:00</td>
<td>Supplementary Activities (Choice Time, Recess, Technology, Enrichment)</td>
<td>Supplementary Activities (Choice Time, Recess, Technology, Enrichment)</td>
<td>Supplementary Activities (Choice Time, Recess, Technology, Enrichment)</td>
<td>Supplementary Activities (Choice Time, Recess, Technology, Enrichment)</td>
<td></td>
</tr>
</tbody>
</table>

KES7 may elect to organize the instructional day with particular teachers focusing on a particular subject. For example in third and fourth grade two teachers may teach English-Language Arts and social studies and the other two may teach math and science, allowing them to specialize.

**Professional Development**

Our team will ground itself in our mission by beginning and ending each year as a whole staff reflecting on the degree to which KES7 has realized our mission. We will break down each phrase of our mission and thoroughly dig into its meaning and reflection in our actions and priorities. Each year the list of “what needs to be improved” will decrease as the list of “what is working well” will grow. Weekly throughout the year, our administrative team will provide targeted professional development to staff in instructional design, classroom management, student culture, data-driven instruction, and other high-leverage topics including common core standards, data driven instruction, design-thinking and technology integration. By focusing on teaching and learning, professional development will help our students reach their learning goals.

**Staff Recruitment**
Staff selection will be one of the most crucial aspects of KES7’s success. This process will help us find driven candidates and hire staff that exhibit key character strengths as outlined by the KIPP framework for Excellent Teaching, and outstanding past results that will make them successful in delivering our instructional program. Our teachers must be data-driven, student-focused, innovative and creative in the classroom, persistent, and exceptionally caring for all students. They must have strong and positive professional recommendations; be team players; embody and exemplify the values of the school; and be committed to the vision and mission of KES7.

Staff recruitment will happen 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 will lead these recruitment efforts in conjunction with KES7’s School Leader. To seek out a diverse pool of the best candidates, we will implement a strategic recruitment plan. Some of the strategies that will be used are outlined below:

- Schools of Education at UCLA, USC, Pepperdine and Loyola Marymount University: KIPP LA will post job descriptions on local job boards and tap colleagues to source high quality candidates.
- Teach For America: KES7 will reach out to the Teach For America Office of Career and Civic Opportunities, which provides many services that assist with finding quality candidates who are mission-aligned with KIPP. For example, the office offers a free web-based job posting and sends out a monthly teaching e-mail blast that reaches over 25,000 Teach For America corps members and alumni which lists featured job opportunities. A posting for KIPP LA Schools will be placed on both of these resources. Further, KES7 will access TFA resume books to seek out quality candidates. KIPP LA Schools will also be represented at career fairs and other similar opportunities to find candidates.
- Established current contacts: The School Leader will reach out to colleagues in South and East LA who may know high quality teachers looking for positions. The Founding School Leader will also leverage contacts already developed by KIPP LA Schools.
- Other KIPP staff: The School Leader will reach out to other KIPP school staff to see if they have any friends or colleagues who are familiar with KIPP who are interested in teaching at the elementary level.
- Website: The KES7 website includes the school’s vision, mission, goals, and values as well as information on KIPP such as history, network success, and Five Pillars. Job descriptions will be posted on the KIPP LA Schools website along with contact information and information on how to apply by November 1 of every year.

All candidates for teaching positions will undergo a substantial process to ensure they are not only a fit for KES7, but also to ensure that KES7 is a fit for them. The steps include an online application, a phone interview, and an in-
person interview with the School Leader and school observation, a panel interview with KES7 stakeholders and a model teaching observation. In addition, we will contact at least two references for each candidate.

In cases where the School Leader is unable to visit a candidate’s classroom, for example a candidate who lives out of state, a candidate may submit a video. For non-teaching positions, candidates 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

KES7 is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development for teachers to help KIPP students excel academically is essential. Each Thursday will be an early dismissal day at KES7 in which the students will dismiss at 1:00pm. On these days, grade level teams will meet from 1:30pm – 2:30pm to reflect on the week, plan for the upcoming week, and analyze student assessments and progress against goals to inform and drive instruction.

Below is a sample grade-level agenda for weekly professional development:

1. **Check-in**: Share something funny that happened in your classroom this past week.
2. **Reflection**: Reflect on this week’s instruction. What went well? Each teacher will share something that went well and something they are working to improve. They will also discuss what should be adjusted for next week and next year.
3. **Plan for next week**: Identify which standards you are addressing and be thinking of grade level weaknesses. Share ideas to write and implement great lessons. Collaborate with other teachers who are teaching the same subjects as you. Are there ways to make the planning more efficient?
4. **Assessments**: Discuss the results of your initial assessments. What are your students’ strengths? What areas need to be focused upon in ELA and math? Be specific. Have any trends emerged in your classroom/across the grade level? How will this information drive your instruction?

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

On professional development afternoons, teachers will also convene to participate in inquiry-based learning around pedagogy and curriculum. These sessions will be a learner-centered strand of professional development that is focused on augmenting our teaching practice. The instructional team will collectively survey the KES7
instructional goals, scope and sequence, and student data to determine inquiry questions for staff to address. This strand of professional development is meant to increase the capacity of teachers in their instructional and pedagogical depth, as well as their ability to work collaboratively to problem-solve. The School Leader will identify differentiated sessions to ensure everyone is developing and feeling challenged and successful.

In addition, teachers may seek out professional development opportunities such as visiting excellent schools and attending workshops and conferences on areas of their individual growth plans or areas that will strengthen their team. Further, during the ancillary periods, teachers will have the opportunity to observe fellow KES7 teachers to learn from the practices of colleagues. Ancillary periods will also be used to plan and prepare for upcoming lessons. By accessing the professional development library resources and targeted readings based upon needs, the staff will become life-long learners.

KES7 will also hold staff meetings once a month for at least one hour in place of the inquiry-based learning, following grade level meetings. During staff meetings, teachers will conduct school business, build a stronger sense of community among all the adults working to serve our students, recognize staff members for exemplifying school values, enhance our home-school partnerships, and improve on our approach to developing the whole child. Additionally, as a staff, we will assess our commitments to live out our values, follow our community norms and maintain school health through feedback surveys, discussions, and data sharing.

Sample staff meeting agenda:

- Community builder: Staff meetings will open with community building time led by a different team member each meeting; these are meant to be fun and enable the team to become stronger.
- School Health: Review and analyze teacher and student satisfaction surveys, assess data against goals and commitments, identify strengths, areas of growth and next steps.
- Announcements/Logistics: Address upcoming events or concerns.
- Shout outs: Celebration and recognition of team members.

The School Leader will facilitate staff meetings with support from lead teachers, other faculty, and guests with instructional expertise. Each week KES7 will distribute a staff bulletin with a message from the School Leader, upcoming events, gratitude, and announcements.

Another integral component of professional development at KES7 will be the observation-debrief cycle (coaching cycle). The School Leader and Instructional coaches will formally observe teachers. Following the observation, the observer and teacher will discuss student learning based on student data and notes from the observation. Teachers will also be empowered to observe and provide feedback to their colleagues. These observations will
allow the School Leader and teachers to notice instructional and school culture and climate 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 KES7’s school-wide professional development, teachers and administrators will benefit from regional professional development opportunities facilitated by KIPP LA Schools. Several times per year, teachers and staff from all of KIPP LA’s schools in South and East Los Angeles gather for an intensive day of workshops, trainings, and networking led by internal and external facilitators. Regional Professional Development Days allow for sharing best practices in curriculum and instruction, assessment, and classroom management and culture. They also contribute to the building of communities of practice within the KIPP LA network, allowing, for example, a first grade teacher at an elementary school in Florence Firestone to share successful strategies and lesson plans with a first grade teacher at an elementary school in East Los Angeles.

Beyond Los Angeles, KES7 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 Leader to participate in one of KIPP’s Leadership Pathways. These 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, KIPP provides all team members with access to KIPP Share, an online platform for sharing lesson plans, long term plans, other curricular materials as well as best practices. KIPP teachers across the country can easily share with one another materials that have been effective in their classrooms and in their schools. KIPP Share is also used by team members in non-instructional positions throughout KIPP LA and KIPP nationally to share best practices.

**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.

As outlined in the section on English Language Development, KES7 will comply with all federal, state and judicial mandates for English Learners. We anticipate that KES7 will serve a significant number of English Learners given the proposed school location. When a student enrolls at KES7 they receive a home language survey. If a parent indicates the student’s primary language is not English they will be identified as an English language learner. All students who are identified as English learners will take the California English Language Development Test (CELDT) each year as required. The school also recognizes the importance of valuing students’ native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum, enrichment programs, and character trait instruction.

KES7 will implement a comprehensive program, based on KIPP LA’s English Learner Plan which has proven successful at other KIPP LA elementary schools. KES7’s academic program is designed to meet the individual needs of each student to ensure academic success. To support the English Language development of its English Learners, KES7 will 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.

KES7 will administer CELDT, MAP and the California state test when it becomes available to determine which students are eligible for reclassification. It is KES7’s goal to reclassify its students prior to their matriculation to
middle school. KES7 will reclassify students based on KIPP LA’s recently revised Criterion for reclassification. Students will be eligible for reclassification after completing the Smarter Balanced Assessment in grade three.

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:

• 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 performance of English proficient students of the same age in basic skills, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

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

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

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

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

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

When the California state assessment data becomes available, KIPP LA Schools will no longer use the MAP Reading test as a criterion for reclassification. Instead, the basic skills criteria will include:
• A student’s score on the state assessment for English Language Arts is considered to be at least basic grade level performance. This score suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification.

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

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

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

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

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

IV. Parental opinion and consultation:

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

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

• Parents will be provided initial and ongoing scores from the CELDT exam, and other measures or 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, and 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.
Gifted and Talented Students and Students Achieving Above Grade Level

As all students are challenged to reach their intellectual potential within the instructional program, KES7 will not offer a formal, separate gifted and talented program. KES7 will ensure that it understands the varying needs of all students in all subject areas. Throughout the day, the staff may differentiate instruction based upon the individual needs of students and will push those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil's capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students. Examples of instructional models that may be employed with gifted and talented students at KES7 are:

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

By using assessment information to monitor students' progress, teachers will be able to make the necessary modifications and adjustments to best support students. Teachers will utilize workshop time, Apprentice Teachers, and differentiated choices for gifted and talented students throughout the day to support them in continual growth. All students at KES7 will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to drive students' academic achievement and address their learning profiles and specific talents.

Students Achieving Below Grade Level

Students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments will receive individual and small group instruction to target their individual needs. During whole class instruction, the teacher may differentiate instruction based upon students' needs, interests, readiness, and learning profile. Other types of instructional support that KES7 may utilize to support students achieving below
grade level include:

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

If an area of growth for student success becomes evident across a grade level or the school, such as reading comprehension, professional development will be dedicated to that area of focus. In addition, teachers and administrators will work collaboratively to share best practices and ideas to support students achieving below grade level.

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

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

Socioeconomically Disadvantaged/Low Income Students

KES7, 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 has been based upon the successful practices currently implemented at KIPP schools across the nation who serve students with similar backgrounds to those KES7 will enroll. 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, KES7 believes in high expectations for each of its students regardless of background.

KES7 has designed its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

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

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data (Including Charter Schools)**

  The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

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

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
• Dropout (Including Charter Schools)

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

• Monthly SESAC and Suspension data (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to upload data into MiSiS, as required by the MCD, beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD.

Students in Other Subgroups

KES7 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. KES6 will assist parents and or guardians in providing for these items to ensure that the student is able to actively participate in school. KES6 will consider what barriers to education can be removed and what is in the best interest of each child.

Typical Day

Pedro is a kindergartener at KES7. He skips his way to school excited to lead his peers in the kindergarten college cheer because he is the student leader for the all-school assembly that takes place every morning. On his way to school Pedro tells his mom that he is ready for school today because he did all of his homework.

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

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

After choice reading time and homework check, the class comes to the carpet for Morning Meeting at 7:45 am. Students transition seamlessly to the carpet while singing a song that sets clear expectations for transitions. During Morning Meeting, the class sings songs to identify the months of the year, days of the week, numbers, and rhyming words in the song of the month. The students then read the Morning Message, where they count the words, correct misspelled sight words, and answer the word problem of the day.

After Morning Meeting, the students get ready for Phonics. Today Pedro is learning about the letter “N.” First, he will listen for N in words, practice saying the sound for N, and then he will read words with N in them. After the short phonics lesson, he will practice writing the letter N and then sort words based on the sounds he hears in them. While the students are working independently, the teacher works with small groups of students on sounds with which they need help.

After Phonics, Pedro gets ready for ELA Workshop, where students go to standards-aligned ELA centers. During this time, students will practice a variety of ELA skills at different centers. These centers switch every two weeks and are aligned with the assessments Pedro takes weekly to help him master the Common Core standards. Each child goes to his or her center for that day, after completing a Must Do. During ELA Workshop, the teacher is working with groups of students at the back table to focus on any standards with which the students need support. Today Pedro is at the back table working on identifying ending sounds. He has mastered the skill with the help of a puppet.

Soon Pedro sees that his class is all set up for science. Each table has a fish tank on it filled with water along with the sand and plants they had put in the tank the day before. Yesterday they were learning all about a fish’s habitat, so they built one in groups. Pedro notices that today there are a lot of little fish on the teacher’s table in little cups. The fish are going to be introduced to their habitat today. As the class sits down for the lesson, Pedro is eager to hear what the teacher has to say. The teacher explains that today all the students will be scientists and will need to examine the fish to determine if they are boys or girls. Boy fish have larger fins, so the students should be able to identify them right away. The teacher has asked that the students draw the fish based on their observations and name the things the fish will need to survive – water, food, oxygen, and shelter – in their science journals.

After the Science block, Pedro gets ready for Readers’ Workshop. Every Readers’ Workshop opens with a 20 minute read aloud. Pedro loves the book they are reading by Eric Carle, because the characters are so inspiring. Today his teacher modeled how she expects the students to work to comprehend their books by writing down any questions they have about a text on a post-it. Immediately following the read aloud lesson, Pedro’s class splits into
three groups for reading centers. Pedro’s first center is independent reading. He gets his bag full of “just right” books from the back of his chair and takes a stack of Post-Its from the middle of the table so that he may begin reading and asking questions. Pedro reads independently while his teacher works with small groups for Guided Reading. When he hears a bell, he knows it is time to rotate to his next center, the computer center. Pedro and his group seamlessly transition to the computer tables lined up along one wall. He puts on his headphones and signs on to an online literacy program where he picks up just where he left off from the day before. When the bell rings again, Pedro and his group join their teacher at the horseshoe table for Guided Reading. Together, the group practices making connections between the story and their own lives as they read their leveled readers.

After Readers’ Workshop, Pedro has recess and lunch. He enjoys an organic cheese tamale and then jumps rope with his friends at the jump rope station.

After lunch, Pedro returns for math instruction and workshop. In Math Workshop, the students go to standards-aligned centers while the teacher works with small groups to ensure that students receive math instruction that is targeted to their levels. Centers vary from week to week, but Pedro’s favorite, the computers center, is a part of his math class almost every day. Pedro and his math group are the first to work at the horseshoe table with their teacher today. The teacher gives a mini-lesson on the day’s math objective, comparing different number quantities with the help of manipulatives. When the bell rings, Pedro and his group transition to the computers lining one wall of the classroom. He puts on his headphones and logs into an online program where he plays math games that are targeted at his level. After computers, he and his group switch to independent math centers where they have another opportunity to practice the skills their teacher taught them when they worked with her earlier in the math block.

After math, Pedro hears soft music playing and sees that comfortable mats have been set up for naptime. He goes directly to his mat and lies down, understanding that he needs to rest to find the zest he needs for the remainder of the day.

Immediately following naptime, the students have Writer’s Workshop. Today he is writing a research paper on penguins, the animal he is most passionate about at the moment. Today’s lesson is all about how to take the information gathered from the research the students have done on their computers and in their textbooks and make it their own. Pedro is the author, so he is going to decide what he wants to share with his audience, and he needs to do it in his own words. Pedro is excited to work for fifteen minutes independently and then compare his findings with his partner for five minutes during the collaborative work time at the end of the lesson because his partner is also writing about penguins.
Soon after sharing their stories, a song Pedro knows as the “clean up song” plays, and he begins to help his friends clean up.

As soon as the classroom looks organized and better than it was before Workshop, Pedro and his class head over to the computer lab for their engineering and coding elective. The teacher tells the class that they will be learning how to use patterns and sequence to move an icon across the computer screen. This is exciting for Pedro as he has been focusing on learning how to drag and drop items, and has been eager to advance. At the end of the class Pedro is able to show his classmates how far he was able to move his icon.

Feeling inspired from engineering and coding, Pedro moves into a supplementary activity, for today it is a values lesson. In kindergarten values follow a responsive classroom model and today the students are focusing on the value curiosity. Students were asked to reflect on how curiosity was used during the day, and shared as a whole class.

After the values lesson, it is time for classroom helpers to do their jobs, like wipe the tables, sharpen pencils, organize the library, water the plants, and the other jobs that will make sure the classroom is cleaner than they found it. Once all of the students are packed up and their jobs are done, they all come together in a circle at the carpet. They are getting ready to share highlights from the day, as well as share kudos for their classmates. Pedro had a great day at school, and he is one step closer to college. He is inspired and excited to see what tomorrow’s school day will bring.
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 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.

KES7 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. KES7 strives for its students to meet the ambitious standards set by the state in accordance with the Elementary and Secondary Education Act, as reported in achievement measures consistent with the California Assessment of Student Performance and Progress (CAASPP) and other statewide assessment tools. Assessments measure the extent to which all students demonstrate that they have attained skills, knowledge and aptitudes as specified in the charter. KES7’s goals and objectives for all pupils and sub-groups of pupils in alignment with state priorities are outlined in Figure 7 in Element 1. This also includes school-specific goals and objectives.

KES7 has defined school wide and subgroup outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). Should the California state goals and targets be adjusted, KES7 will adjust its goals and targets to ensure alignment. Each year, KES7 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.

KES7 will pursue the school-wide and subgroup outcome goals detailed in Element 1, as measured by multiple and varied benchmark assessments that are aligned to all relevant and state and national standards (including the California Assessment of Student Performance and Progress (CAASPP)) and reflect proficiency measures required by the selected assessment(s), as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school.

**Measuring Pupil Outcomes: Summative Assessment Performance Targets**

The vision of KES7 is to prepare students for the careers of tomorrow – those that do not yet exist. Tomorrow will require our students to be critical thinkers and empathetic leaders who innovate to solve local and global issues. Through rigorous academic instruction, character development, and learning experiences, we will prepare our students to be social innovators who use curiosity and collaboration to positively transform their lives, our community, and our world. To realize this goal, the staff will constantly monitor and measure students’ progress and the effectiveness of the school’s instructional program through a variety of metrics and assessments. KES7 and the KIPP LA Schools Board will monitor the school’s progress towards meeting student goals and outcomes.

Our completed state priorities table in Element I, Figure 7 identifies and describes specific performance targets for all pupils and subgroups aligned with state priorities.

**Instructional Cycle and Assessment**

Beginning in kindergarten, KES7 teachers will use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science will follow an adapted version of this cycle, while writing will follow Lucy Calkin’s Writing Workshop model. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence. Writing Workshop is designed for use in all grade levels. Each grade level has specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by active writing time. Each workshop ends with a sharing of student work.
Professional development, grade-level planning and 1:1 check-ins between managers and teachers will support the implementation and execution of each of the instructional cycle’s ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery, shown in Figure 15. This framework is meant to provide alignment both across and between grade-levels.

KES7 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 KES7 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 KES7’s outcome targets use percentiles as a measure, each student’s Normal Curve Equivalents (NCE) growth will also be analyzed.

KES7 will also use the MAP (Measures of Academy Progress), or norm-referenced equivalent, to determine students’ academic gains and losses both within and between school years and may be administered at the beginning of the year and the end of the year. These data are used to measure student progress, compare different sets of classes, and identify gains and losses across years and within-year, all in an effort to improve instructional materials, school-developed assessments, instructional methods and sequencing, and inform professional development based on areas of weaknesses.

Figure 15 shows the ten steps of the KES7 instructional cycle. While the first step will be completed in the summer, the following steps in the cycle will be ongoing.
Each year KES7 will disaggregate school-wide MAP, or other norm-referenced equivalent, data by gender, race, English Learner status, Special Education status, socioeconomic status, and other relevant subgroups and analyze those data to make any needed adjustments to the instructional program. The school expects students in each subgroup to meet the school’s MAP performance goals listed in Element 1. MAP data for individual students is reported to each student’s family during parent conferences at the beginning of the year and as part of report cards at the end of the year. Additionally assessment results will be provided to students/families four times a year. Progress reports will also be sent home intermittently as students take assessments weekly or daily. As soon as the data become available, the faculty and leadership team carefully examine it. Teachers will adjust or enhance instructional strategies based upon the results for each individual student and class. Any substantial disparities in improvement across subgroups may result in modifications to curriculum, schedule, school staffing, or provision of support services.

KES7 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, KES7 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, KES7 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).

KES7, like all KIPP LA schools, believes that data is a powerful instructional tool. KES7’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, KES7’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.
Measuring Pupil Outcomes: Formative Assessments

KES7 will administer initial assessments, exit tickets, and regular weekly or bi-weekly assessments as well as interim assessments in an effort to determine where students are performing at any given time. These assessments will guide instruction and help determine which students need additional support or which students can be pushed to achieve at even higher levels.

Initial Assessments

KES7 will administer 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 baseline proficiency levels and drive the year’s instruction. Additionally, all students will take the norm-referenced NWEA MAP assessment at the beginning of the year. Finally, teachers will be highly encouraged to administer beginning-of-unit math diagnostic assessments to differentiate and drive instruction.

Teachers will discuss the data collaboratively to share ideas and effective strategies to drive student achievement. Teachers will also use these data to create fluid intervention groups in which they will target specific needs of students. These assessments will also serve as a beginning point in which progress will be monitored and progress will be measured against.

Exit Tickets, Weekly and Bi-weekly Assessments

Using the initial assessments as a baseline for student groupings and instructional implementation, KES7 will also implement a variety of formative assessments including daily exit tickets and weekly or bi-weekly assessments.

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

In addition to exit tickets, KES7’s teachers will administer weekly or bi-weekly formative assessments. Using the standards-based pacing calendar, teachers will create formative assessments to appropriately measure mastery of the topics taught in the previous week or two weeks. All assessments will be aligned with California Content and Common Core standards, and teachers will be 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 will review these formative assessments to ensure rigor and alignment.

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

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

Ultimately, these weekly or bi-weekly assessments will help ensure that students receive the instruction and intervention or acceleration they need to be successful on the interim assessments and ultimately, the SBAC. The table below shows KES7’s goals for weekly or bi-weekly assessments.

Performance expectations for these assessments can be found below:

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

Interim Assessments
Using the instructional cycle as a guide, from kindergarten through the fourth grade, KES7 will institute five interim assessment cycles throughout each school year. Each cycle will range in length from six to eight weeks and will culminate with a standards-based interim assessment. The standards taught during this interim assessment period will be based on a scope and sequence the teachers create after systematically backwards mapping the state standards as well as reviewing student performance on previous interim assessments. The structure and format of these assessments will mimic the structures found in the California Common Core Assessments. Assessments at KES7 will consist of structured response items, constructed response items, extended response items, performance tasks, and technology-enhanced tasks.

One portion of these interim assessments will be teacher-created to ensure that they match the scope and sequence KES7 has defined in both math and literacy. These assessments will be given online to prepare for the SBAC. Online assessments are taken through Illuminate, a student data program. Students have individualized accounts and use iPads and Chromebooks to log in and complete multiple choice and constructed response online assessments. These assessments are collaborative and cover a combination of content areas, including reading comprehension, writing, science, and social studies.

In addition to teacher-created interim assessments, KES7 will also use several literacy interim assessments to assess student progress from kindergarten through the fourth grade. In kindergarten and first grade, we will utilize the STEP assessment. During second grade, we will continue to use the STEP assessment and, for advanced readers, we will use the Fountas and Pinnell Benchmark Assessment System to measure students’ academic growth and needs.

KES7 will also administer interim writing benchmarks at least three times a year in each grade level to assess student progress in meeting Common Core writing standards as well as growth and developmentally appropriate genre-based rubrics. Grade levels will use these assessments to identify topics for mini-lessons in writing. Teachers will also choose exemplars from the assessments to guide student-based discussions at the classroom, grade-level, and school-level about overall student progress and achievement in writing.

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

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

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

Performance expectations for interim assessments can be found in the table below:

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Assessments</td>
<td>ELA: All students will show proficiency on 90% of standards</td>
</tr>
<tr>
<td></td>
<td>ELA: 80% at/above Proficient on grade level standards-based interim assessment</td>
</tr>
<tr>
<td></td>
<td>ELA: 30% at/above Advanced on grade level standards-based interim assessment</td>
</tr>
<tr>
<td>Performance Tasks</td>
<td>80% of students will average a rubric score of 4 or higher on each performance tasks administered C2 - C5.</td>
</tr>
<tr>
<td>Writing Assessments</td>
<td>ELA: 80% of students will average a rubric score of 4 on the last two authentic writing assessments (given at the end of each instructional cycle).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Assessments</td>
<td>Math: All students will show proficiency on 90% of standards.</td>
</tr>
<tr>
<td></td>
<td>Math: 80% at/above Proficient on grade level standards-based interim assessment</td>
</tr>
<tr>
<td></td>
<td>Math: 35% at/above Advanced on grade level standards-based interim assessment</td>
</tr>
<tr>
<td>Performance Tasks</td>
<td>80% of students will average a rubric score of 4 or higher on each performance tasks administered C2 - C5.</td>
</tr>
</tbody>
</table>

All KIPP LA schools will also administer the SBAC interim assessments beginning in grade three. These assessments will be administered twice per year. Once base line data is developed, KIPP LA will set proficiency expectations and standards.

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 will allow
KES7 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 will be able to assess individual student performance, analyze classroom patterns, and target and tailor instruction accordingly. Illuminate stores data using a unique identifier system assigned to each student.

The data in use 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, KES7’s administrators and teachers will be able to access student, classroom, and school level data in real time to create student groupings, align instruction with student needs, and reassess scope and sequence as necessary. It will allow data to be aggregated by student sub-group, classroom, and grade level. Additionally, Illuminate will allow teachers to create and administer assessments and easily collect data on student performance on those assessments, including the 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 will graphically analyze data to identify trends and areas of both growth and strength. Illuminate also allows teachers to export data to excel for analysis using more traditional methods. Below is an overview of the bi-weekly data process:

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

- **Analyzing Student Work:** On a regular basis, teachers will come together to analyze student work or exit tickets. The aim is to identify student misconceptions early and clarify during a reteach block.

- **Lesson Plan Reviews:** Weekly, grade levels will review assessments and lesson plans to ensure all teachers understand the objectives, processes, and criteria for success.

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

- **Program Alignment and Design:** Through data acquisition, reflection, and analysis, KES7’s teachers will ensure that our instructional model is aligned with relevant content and standards, as well as student growth. This process will ensure that the teaching strategies and practices we employ are appropriate and supportive of the outcomes and overall design of the academic program.

In addition to assessing student data to tailor instruction, KES7 will also use data to assess teacher progress towards professional growth goals including student progress and proficiency. These data are incorporated into teacher evaluations and reviews.

Finally, KES7 will use student performance data to assess our educational program and ensure that we are meeting our goals as outlined above. KES7’s leadership, in concert with the KIPP LA academic team, will analyze student formative and summative assessment data to determine whether KES7 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 KES7 leadership to augment instruction, intervention, or curricula to put learning back on track and progressing.

**Grading Policy**

KES7 will administer grades based upon student’s mastery of the Next Generation Science, California Content, and Common Core standards. Grades will be reported in quarterly school-created report cards on a scale from 1 to 5 corresponding to the performance band levels of grade level standards. A grade of 1 will signify the student is scoring Far Below Basic and 5 will signify the student is scoring Advanced in the designated area. The school-wide values: ganas, honor, reflection and love will also appear on the report card, students will be evaluated with how they are progressing towards values-based outcomes pertaining to their grade level. A sample report card, Figure 16, from KIPP Comienza Community Prep, which will be substantially similar to the report card used by KES7, is presented below.
Figure 16: KES7 Sample Report Card:

**KIPP Elementary School 7**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Attendance</th>
<th>Family Night Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turtles</td>
<td>C1 C2 C3 C4 C5 Total</td>
<td>09/12 02/13 10/12 01/13 11/12 04/13 12/12 09/13 01/13 06/13</td>
</tr>
<tr>
<td>Absences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**English Language Arts Standards**

**Reading**
- **Literature:** Ask question, answer questions about key details in a text; retell familiar stories, including key details; identify characters, settings, and major events in a story; ask and answer questions about unknown words in a text; recognize common types of texts (e.g., storybooks, poems); name the author/illustrator of a story; describe the relationship between illustrations and the story in which they appear; compare/contrast the experiences of characters in stories; actively engage in group reading activities with purpose and understanding.
- **Informational Text:** Identify the main topic and retell key details in a text; describe the connection between two individuals, events, ideas, or pieces of information in a text; identify the front cover, back cover, and title page of a book; identify the reason an author gives to support points in a text; identify basic similarities and differences between two texts on the same topic.
- **Foundational Skills:** Demonstrate understanding of the organization and basic features of print; demonstrate understanding of spoken words, syllables, and sounds (phonemes); know and apply grade-level phonics and word analysis skills in decoding words; read emergent-reader texts with purpose and understanding.

**Writing**
- **Text Types and Purposes:** Compose texts that state an opinion or preference about a topic or book (e.g., My favorite book is...); use drawing, dictating, and writing to compose texts to supply some information about the topic; use drawing, dictating, and writing to narrate a single event or several linked events.
- **Production and Distribution of Writing:** Respond to questions and suggestions from peers and add details to strengthen writing as needed; explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **Research to Build and Present Knowledge:** Participate in collaborative conversations with diverse partners about a common topic or text by asking and answering questions.
- **Speaking and Listening:** Participate in collaborative conversations with diverse partners about a common topic or text by asking and answering questions; ask and answer questions in order to seek help, get information, or clarify something that is not understood; describe familiar people, places, things, and events and, with prompting and support, provide additional detail; speak audibly/express thoughts, feelings, and ideas clearly.

**Mathematics Standards**

**Counting and Cardinality:** Know number names and the count sequence; count to 100 by ones and by tens.
- **Operations and Algebraic Thinking:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from; represent addition and subtraction using various methods (objects, rounds, Rogers).

**Language**
- **Conventions of Standard English:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proper capitalization, punctuation, and capitalization when writing.
- **Vocabulary Acquisition and Use:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases; explore word relationships in word meanings; use words/phrases acquired through conversations, reading, and being read to, and responding to texts.

**Number and Operations in Base Ten:** Work with numbers 11-19 to gain foundations for place value; compose and decompose numbers from 11 to 19 into ten ones and some further ones.
- **Measurement and Data:** Describe and compare measurable attributes; describe measurable attributes of objects (length, weight).

**Geometry:** Identify and describe shapes; describe objects in the environment using names of shapes; describe the relative positions of these objects; identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

**Algebra:** Analyze, compare, create, and compose shapes; analyze and compare two and three-dimensional shapes; model shapes in the world by building shapes from components; compose simple shapes to form larger shapes.
### Art

<table>
<thead>
<tr>
<th>Art</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and applying media, technique, and processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using knowledge of structures and functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing and evaluating a range of subject matter, symbols, and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the visual arts in relation to history and cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting upon and assessing the characteristics and merits of their work and the work of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making connections between visual arts and other disciplines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Spanish

- Read high frequency words by sight
- Speak audibly, manner, and express thoughts, feelings, and ideas clearly.
- Describe familiar people, places, things, and events with prompt and support provide additional detail.
- Use words that are phonetically spelled to write about their experiences, stories, people, objects, or events.
- Advocate the long and short sounds with common spellings (agencies) for the five major vowels

### Science

- Students know the changes in weather occur from day to day and across seasons affecting Earth and its inhabitants.
- Scientific progress is made by asking and developing meaningful questions and conducting careful investigations.
- Compare and sort common objects by one physical attribute.
- Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
- Communicate observations orally and through drawings.
- Students will know how to identify the major structures of common plants and animals.

### Values

- Courage: I take risks even when I'm nervous
- Courage: I ask for help
- Ganas: I never give up to reach my goals
- Ganas: I work hard
- Honor: I am a good teammate
- Honor: I offer help when someone needs it
- Reflection: I learn from my mistakes
- Reflection: I make good decisions

### Key to Report Card Grades

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

### Cycle 1 Comments

### Cycle 2 Comments

### Cycle 3 Comments

### Cycle 4 Comments

### Cycle 5 Comments
Promotion and Retention Policies and Procedures

KES7, like all KIPP LA schools, will follow KIPP LA’s Board Policy on Acceleration and Retention. KES7 expects students to progress through each grade level within one school year. To accomplish this, instruction will accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

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

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

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

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

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

Governance Structure

General Provisions

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

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

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

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

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

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.

Legal Structure

The charter applicant for KES7 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 KES7. KIPP LA Schools exists to ensure that all KIPP schools, including KES7, adhere to the proven success of the nationally renowned KIPP school model and to this charter. KIPP LA Schools operates KES7. 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 KES7 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.

Figure 17, below, is an organizational chart of the KES7 governance structure, including the KIPP LA Schools Board of Directors and the KES7 teaching staff.

Figure 17: KES7 Governance Organization Chart
Role of Governing Board

The KIPP LA Schools Board will include several standing committees, Figure 18, 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.

Figure 18: Standing Board Committees

KIPP LA’s leadership team is comprised of the Executive Director who reports to the Board. The Executive Director is responsible for the management and operations of KIPP LA. She helps support the Audit Committee, the Governance Committee and the full Board. The Executive Director’s direct reports include:

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

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

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

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

- Chief of Innovation & Technology (CIT). The CIT oversees KIPP LA’s technology efforts including core infrastructure, student and teacher device support as well as our online curriculum.

- Chief of Advancement (COA). The COA oversees KIPP LA’s fundraising, marketing, public relations, and volunteer efforts.

- Chief 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 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. Make a significant personal financial contribution to KIPP LA;
   
b. Actively participate in fundraising to ensure that KIPP LA has adequate resources to achieve its goals;

Board Professional Development

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

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

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

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

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

Governance Procedures and Operations

Meetings of KIPP LA Schools Board of Directors

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

- Publicly post an agenda at least 72 hours prior to all Board meetings in accordance with the Ralph M. Brown Act requirements. Agendas are posted on KIPP LA’s website and is available on the website for each individual school. Additionally the agenda is posted on the main entrance of each individual school and at KIPP LA’s offices;
- Hold all meetings within the boundaries of the LAUSD, preferably at a KIPP LA school or the SST office;
- Set aside time at each meeting for public comment;
- Conduct all votes in public, unless a vote is permissibly cast in closed session;
- Upon request, provide to members of the public copies of any materials provided to the Board (unless specifically exempted by the Public Records Act.);
- Approved minutes from the previous Board meeting are posted on KIPP LA’s website.

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

Quorum and Voting

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

Abstention Process

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

- Abstentions are counted and noted as abstentions, not a “yes” or “no” vote;
- An abstention does not affect the outcome of the vote;
- All members have the right to abstain and cannot be compelled to vote;
- If a member has a direct personal interest in the matter that amounts to a legal conflict of interest he or she has an obligation to abstain.

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

Telephone and Electronic Meetings

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

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

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

**Stakeholder Involvement**

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

Our collaboration with parents is an indispensable part of our school. We view our parents as partners in the education of their children and seek their input regularly through our Family Leadership Council (FLC). With the FLC, parents have the opportunity to be leaders in many of the school’s extracurricular activities (like the winter concert and chocolate sale), voice their ideas, attend educational workshops, and learn more about what goes on in our school. The school will also have a School Site Council (SSC) that will meet once a month, in conjunction with the FLC, and is made up of teachers and parent and led by an administrator. We will have equal parts school representatives and parent, community representatives. Each person, except for the school administrator, will be elected by his or her peers to serve on the SSC. The SSC main responsibilities will be to review the school’s LEA plan.

We also dedicate a significant amount of time to parent education. Parent education covers several topics including how to best help their children succeed academically, to informing parents of the programmatic and funding requirements our school complies with. Teachers hold office hours to support and train parents. In addition, we hold Back to School Night, Literacy Night, Math Night, Living the College Dream, Standardized testing Night, Art Night, Spanish Night, and College Readiness Night.

At KES7, we also invite our families to participate in Morning Literacy daily. During this 20 minute period, parents can be seen leading different centers, such as sight-words review, read-aloud, or helping students who are stuck on their morning work. Parents are helping the entire classroom community, not just their child. The objective is two fold; we want parents to take ownership of the education all children are receiving and students to understand that their parents are also their teachers. While doing this, we build a strong sense of community, collaboration, and internalize the “we are all in this together” mentality.

In terms of receiving and incorporating feedback from parents, at the end of the Family Leadership Council we spend time listening to concerns and feedback. The school leader and/or admin designee, listens, responds or follows up directly with the impacted stakeholders. In terms of providing feedback on the educational program, we
carve out time during one of the family meetings to present our academic goals and get their feedback. The staff then analyzes the trends and incorporates as we see fit.

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

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

Employee Positions and Qualifications

KES7’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, Dean, and School Business Operations Manager. Certificated staff include lead teachers, apprentice teachers, instructional support coaches, and special education service providers. Classified staff include after school program instructors, instructional aides, office associates, and school lunch aides. The Dean and School Business Operations Manager report to the School Leader. Special education staff include the special education coordinator, school psychologist, and speech and language pathologist, all of who report directly to the Director of Special Education who is employed at the regional level. The Resources Specialist reports jointly to the Director of Special Education and the School Leader. Figure 19, below, outlines all staff positions at KES7 and their reporting relationships.

ES7 employs four lead classroom teachers at every grade level. Kindergarten through third grade have an Apprentice Teacher that helps support students in their specific grade level, in addition to a co-teacher for phonics and guided reading. KES7’s blended learning model allows for students to receive all instruction in English language arts and mathematics in small groups ranging from six to 15 students depending on the needs of the learners in the group.

Employee Positions and Qualifications

Leadership Responsibilities and Qualifications

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

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**DEAN**

The dean is a leadership position at KES7. While exemplifying the KES7 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 KES7 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

SCHOOL 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.
OPERATIONS AIDE

The Operations Aide ensures that the school nutrition program at KES7 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 KES7 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 KES7 and its values; and
- Bi-lingual speaker (Spanish and English) is preferred.

Teacher Responsibilities and Qualifications

Instructional Coach

The instructional coach is a leadership position at KES7. While exemplifying the KES7 school values, the instructional coach will work in conjunction with teachers to support student learning. The Instructional coach will focus on individual and group professional development that will expand and refine the understanding about researched-base effective instruction. In order to meet his purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers. The instructional coach will execute the following necessary responsibilities to meet this vision.
Instructional responsibilities:

- Demonstrates knowledge of researched-based instructional strategies that engage all students;
- Provides organized, individual and/or group learning opportunities for teachers as needed;
- Demonstrates knowledge using a variety of assessment tools;
- Demonstrates a thorough knowledge of curriculum and subject matter;
- Provides support in analyzing student assessment data;
- Assists teachers with designing instructional decisions based on assessment data;
- Assists teachers with specific classroom activities when requested;
- Provides support for classroom motivation and management strategies;
- Assists teachers in creating materials that are in alignment with curriculum;
- Monitors intervention programs by observing and meeting with teachers;
- Instructs and supports teachers with curriculum software products, and classroom/curriculum related technologies;
- Provides assistance in researching instructional and/or curriculum issues;
- Models lessons when appropriate;
- Encourages ongoing professional growth for all teachers;
- Manages time and schedule flexibility that maximizes teacher schedules and learning;
- Works positively toward meeting identified student achievement goals;
- Assists with development of curriculum, instruction and assessments;
- Develops and maintain a confidential, collegial relationship with teachers;
- Creates systems of accountability, so that next steps are completed on time and are high quality;
- 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, manager, etc.) and offers feedback in an honest, respectful and timely way;
- 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.

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;
- 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 KES7 vision, mission and values.

Essential competencies:

- Student-Focus
- Cultural Competence
- Self-Awareness
Grade Level Leader

The grade level leader is a leadership position at KES7. While exemplifying the KES7 school values, the grade level leader will work in conjunction with the school leader to invest a grade level 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,
- Analyzing student data and facilitating next steps to ensure continued achievement,
- 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 grade level leader 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:

- Leads team meetings, ensuring that the team meets for at least 60 minutes per week;
- Calls for additional team meetings when necessary in order to best meet needs of the students;
- Creates a data driven, results driven culture among the team;
- Creates systems of accountability so that next steps are completed on time and are high quality;
- 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, manager, etc.) and offers feedback in an honest, respectful and timely way;
- Works relentlessly to meet development and functional goals;
- Identifies and establishes cultural goals with the team;
- Organizes and leads family meetings when necessary in order to proactively plan support systems for students that are having challenges academically or behaviorally across all classes;
- Works with teachers who need extra support around behavior and culture;
- 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:

- Submits data trackers, professional development plans and other assignments in accordance with deadlines;
- Serves as liaison to the school leader in order to ensure scheduling is effective and find solutions when challenges arise.
- Manages the grade level portion of the SST process
- 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 and observations;
- 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;
- 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 KES7 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

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
APPRENTICE TEACHER

The Apprentice Teacher plans, implements, and reflects upon instruction in the assigned areas in order to realize the mission of the school. The Apprentice 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 Apprentice 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 IEP 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
- Knowledge of Welligent preferred
- Possession of either BCLAD or CLAD certification highly desirable
- Excellent organizational, planning, and implementation skills
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Relentlessly results-oriented
- Ability to communicate and interact effectively with multiple constituencies
- Excellent written, communication and presentation skills
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook
- Initiative, leadership and tenacity
- Ability to stay positive through challenges
- Detail-oriented team player willing to roll up sleeves and get the job done
- Unquestioned integrity and commitment to KIPP LA Schools mission
SCHOOL PSYCHOLOGIST

The School Psychologist of KIPP LA Schools provides a full range of school psychological services to children grades K-8 throughout KIPP LA’ 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 LA wide Crisis planning.
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child.
- Maintain appropriate data on students, including present levels of performance and intervention strategies.
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments/assessment plans and meetings. Submit records, reports, and assignments promptly and efficiently.
- Manage, conduct and support special education teachers with Functional Behavior Assessments and Behavior Support Plans.

Requirements and Qualifications

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

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

“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

KES7 will ensure that the school is a safe and healthy environment for teaching and learning. All faculty and staff of KES7 will undergo a criminal background check. KES7 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. KES7 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.

KES7 will ensure that the school is a safe and healthy environment for teaching and learning. All faculty and staff of KES7 will undergo a criminal background check. KES7 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. KES7 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.

KES7 will promote health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. KES7 is committed to serving the needs of the whole child this includes providing healthy food. KES7 utilizes Revolution Foods, a leading provider of high quality food, as its food service provider. KES7 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, KES7, in collaboration with Revolution Foods, provides nutritional education for students and parents.

Finally, KES7 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, we will seek to secure a school location with a large play area and/or playground for students to use during recess.
Health, Safety and Emergency Plan
Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and blood borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

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

All mandated reporters at KIPP LA Schools and ES7 are required, in accordance with AB 1432/Ed. Code 44691, to complete and provide proof of 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

“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: 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

KES7 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 KES7’s surrounding communities. During the interest and enrollment periods, KES7 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, KES7 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 KES7 and KIPP LA middle school students to enroll in KES7. 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 KES7 geared towards student recruitment.
- Targeting community events and community organizations to build relationships and spread information about KES7, 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 KES7.
• Walking the community and knocking on doors to distribute information about KES7. Being visible in the community is also essential so that community members meet the KES7 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 KES7. 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 KES7’s applicant pool.

Generally, the student recruitment activities for KES7 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 KES7 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 Florence Firestone. Those conducting outreach and recruitment will speak the language used by families and community members. Recruitment materials will include information about KES7 (e.g. the mission statement of the school, pictures of KIPP students, information about the KIPP network of schools, and contact information for KES7) in both English and Spanish. KES7’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 KES7 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 KES7, students and families will learn from each other to respect different viewpoints and find commonalities in all people. KES7 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
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

KES7 is a free public school open to all residents of the state of California. KES7 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. KES7 will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). KES7 accepts and understands obligations to comply with all laws establishing minimum age for public school attendance. KES7 will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward a high school diploma requirement.

Student Recruitment

Recruitment of incoming students will begin in September each year and will conclude in April. Outreach plans to achieve racial and ethnic balances outlined in Element 7 will be adhered to during the enrollment period which for the 2014-15 will begin in August 2014 and end in April 2015. Starting in 2015-16, interest periods will begin in September and end in January of the following year. During the enrollment period, KES6 recruit heavily from the immediately surrounding community and provide interested families with opportunities to meet with the school’s staff to learn more about the school’s academic program, schedule, and expectations. Due to the racial, ethnic, and socio-economic make-up of the community immediately surrounding our site in Boyle Heights. KES6 will recruit from a population of primarily socio-economically disadvantaged and traditionally underserved students.

Lottery Preferences & Procedures

KES7 will implement the following admissions process, including an interest period, lottery if necessary, and official enrollment process. The process and procedures, as well as timeline, will be made available to all families and community members on KES7’s website and in hard copy at the KES7 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 KES7.
Children of KIPP LA regular employees (as long as that number does not exceed 10% of all interest forms).

Students currently attending KES7 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 in 2014-15 will begin in August 2014 and end in April 2015, will be collected and recorded in KES7’s enrollment system. A copy of all interest forms is maintained. Starting in 2015-16, interest periods will begin in September and end in January of the following year. 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 KES7’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 KES7’s website. In 2014-15, the lottery will occur in April 2015. In the following years, the lottery will occur in February.

The date and time of the lottery, if needed, will be set and publicized through both KES7’s website as well as through communication to each family providing an interest form. KES7 will seek to find a date and time for the lottery that is reasonable and convenient for the majority of KES7’s interested parents. If required to conduct a lottery, KES7 will do so in a location that is open to the public and ensure that the proceedings are transparent and fair. KES7 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 KES7’s office manager. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms will receive preference in the automated lottery system, per the preferences outlined above.

Post-Lottery

All families who submitted an interest form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the KES7’s office manager within one week of the lottery via a letter sent to the address indicated on the interest form. The letter will indicate whether the child was
admitted or waitlisted, and if waitlisted, the number the child is on the waiting list. For students who were admitted to the school, the letter will include steps the family must take to enroll the child in the school.

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

**Waitlist Procedures**

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system. After the lottery, the waiting list is never re-ordered. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be added to the wait list; ordered on a first-come, first-served basis. Students accepted into the school must accept admission by June 30 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. The timeline for wait-listed students to accept admission will be determined annually be the school before the school. The waiting list expires annually the day before the lottery for the upcoming year. Students enrolled the previous year that did not withdraw from the school will be guaranteed a seat the following year. The above process will also be followed to fill vacant seats each year and for all grades as seats become available each year due to student attrition at the discretion of the School Leader.

**McKinney-Vento Homeless Assistance Act**

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

**Non-Discrimination**

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

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

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

Annual Audit Procedures

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 KES7 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 KES7’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 KES7 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 KES7’s values and expectations. KES7 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, KES7 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 KES7 values, KES7’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, KES7’s teachers will teach each student the importance of modeling and embodying good behavior. Similarly, KES7’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 KES7 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, KES7 will curtail misconduct before there is a need for more serious sanctions. KES7 has prioritized achieving a suspension rate of 0% and has designed its disciplinary policy to meet that goal by providing alternatives to suspension. KES7 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 KES7 does not limit the rights of KES7 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.

KES7 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. KES7’s School Leader will arrange for this professional development as it arises.

Suspension and Expulsion Policy

KES7’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. KES7’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

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)

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)

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 though 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).

KES7 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. KES7 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

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)

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. KES7 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, KES7 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 KES7 by the Executive Director, the Chief Academic Officer and/or the School Leader, the School shall promptly provide written notice to the student and parents/guardians at least 10 calendar days before the date of the expulsion hearing. The notification shall include:

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

Hearing

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

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

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

Record of Hearing

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

Procedures for Expulsion Hearing Involving Sexual Assault and Battery Offenses

In certain expulsion cases, KES7 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 KES7 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. KES7 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, KES7 must present evidence that the witness' presence is both desired by the witness and will be helpful to KES7. 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 made by the committee, to expel 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 committee’s decision. Any decision to expel shall include the term of the expulsion as well as details of a rehabilitation plan and will be provided in a formal notice to parent(s)/guardian(s). The notice shall advise the parent(s)/guardian(s) of their right to appeal and access to records of the proceedings.

Notification to the District

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

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

Right to Appeal

Parents and/or guardians have the right to appeal expulsions to the full board of KIPP LA Schools. A parent must submit a written appeal within 10 calendar days of being informed of the expulsion decision by the board’s committee on school discipline. The appeal must include a statement briefly describing the reason in which the designated committee’s decision should be reversed. The appeal must be hand delivered or sent USPS certified mail to the School Leader and/or Chief Academic Officer.

KIPP LA Schools board review is limited to the record of proceeding held before the administrative panel and recommendations presented to the designated committee on school discipline. Unless evidence was improperly excluded or, in the exercise of reasonable diligence, could not be produced at the time of the expulsion hearing, no evidence other than that contained in the record of proceeding may be heard. The full board of KIPP LA Schools shall review the expulsion record and make a determination as to whether the expulsion should be sustained. The decision of the full board is final.

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

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

Outcome Data

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

Rehabilitation Plans

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

Readmission

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

Reinstatement

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

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.
ELEMENT 11: RETIREMENT PROGRAMS & STAFF ISSUES

“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 KES7 staff will participate in Social Security and will have the option join a 401K plan. KES7 will not participate in CalSTRS or CalPERS. While all positions will be covered by Social Security, only full-time certificated teaching and full-time classified positions can participate in the 401K. KIPP LA will provide a match to employee’s 401K contributions over the following schedule:

1. Up to 2% of the employee’s salary in the first fiscal year of employment;
2. Up to 3% of the employee’s salary in the second fiscal year of employment;
3. Up to 4% of the employee’s salary in the third fiscal year of employment;
4. Up to 6% of the employee’s salary in the fourth fiscal year of employment and beyond.

KIPP LA Schools Chief of Employee Solutions and Legal Affairs will be responsible for ensuring that appropriate and timely arrangements for coverage under the 401K have been made. KES7 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: ATTENDANCE ALTERNATIVES


KES7 is a school of choice. As such, no student shall be required to attend.

Parents and guardians of each student enrolled in KES7 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: EMPLOYEE RIGHTS

“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: 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).

Process for resolving Disputes between the Charter School and the District

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

Cassandra Copp
KIPP Elementary School 7
3601 East 1st Los Angeles CA 90063

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. 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: 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 provision set forth in the Charter School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

Closure Action

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

1. Non-renewal;
2. The charter is revoked by the LAUSD Board of Education under the authority granted in Ed. Code, §§ 47607, subd. (c)(1)(C) or 47607, subd. (c)(1)(D);

3. The charter is revoked by the LAUSD Board of Education under the authority granted in Ed. Code, §§ 47607, subd. (c)(1)(A) or 47607, subd. (c)(1)(B) and the Charter School fails to win an appeal of that decision; (See Ed. Code, § 47607, subd. (i));

4. The Charter School board votes to close the Charter School; or

5. The Charter lapses.

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. **Los Angeles County Office of Education (LACOE).** Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. **The Special Education Local Plan Area (SELPA) in which the school participates.** Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. **The retirement systems in which the school’s employees participate.** Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. **The California Department of Education (CDE).** Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. **Any school district that may be responsible for providing education services to the former students of Charter School.** Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. **All school employees and vendors within 72 hours of the Closure Action.** Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

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

In addition to the four required items above, notification of the CDE shall also include:
1. A description of the circumstances of the closure
2. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

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

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

School and Student Records Retention and Transfer

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

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

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

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

Financial Close-Out

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

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Facilities

District-Owned Facilities

Charter School is using District facilities as of the date of the submittal of this charter petition. Charter School and District agree to execute an agreement authorizing the continued use of the District facilities currently occupied by the Charter School, for the duration of this charter term. If at any time after the approval of this charter petition Charter School will occupy and use any other District facilities, Charter School and District agree to execute an agreement for the use of the District facilities prior to occupancy and commencing use.

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 parties shall work in good faith to execute 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.

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.

• **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.
Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus
service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."
Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

“Hold Harmless/Indemnification Provision

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

Fiscal Matters

District Oversight Costs

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

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

Special Education Revenue Adjustment/Payment for Services

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

Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

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

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

Petitions (New and Renewal) and Material Revisions

ADDENDUM
**Assurances and Affirmations**

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
**WASC Accreditation**

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

**English Learners**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **CBEDS (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year

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

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

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

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**
The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

Element 4 – Governance

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

General Provisions

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

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

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

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

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Element 5 – Employee Qualifications

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

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

Element 6 – Health and Safety Procedures

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

**HEALTH, SAFETY AND EMERGENCY PLAN**

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

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

**SAFE PLACE TO LEARN ACT**

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

**Element 7 – Means to Achieve Racial and Ethnic Balance**
“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

**COURT-ORDERED INTEGRATION**

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

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

• Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Element 8 – Admission Requirements**
“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

**McKinney-Vento Homeless Assistance Act**

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

**Non-Discrimination**

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

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

**Element 9 – Annual Financial Audits**

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

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

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

k. Provisional Budget – Spring prior to operating fiscal year
1. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to school’s Calendar
r. Statistical Report – monthly according to school’s Calendar of Reports
   In addition:
   • P1, first week of January
   • P2, first week of April
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 review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**

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

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

[NOTE: No District Required Language is being provided for inclusion in this element.]

Element 12 – Public School Attendance Alternatives

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

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

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

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

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017
2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Element 15 – Exclusive Public School Employer
Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

**Element 16 – Charter School Closure Procedures**

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

**Revocation of the Charter**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in
which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:
1. A description of the circumstances of the closure

2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

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

**School and Student Records Retention and Transfer**

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

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

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

**Financial Close-Out**

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

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:
1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

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

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

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

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

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

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

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

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.
Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

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

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

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

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

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

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

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

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

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

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

**Additional Provisions**

**FACILITIES**

**District-Owned Facilities**

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

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

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.
For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

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

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

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
• **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

• **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:  
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  
  (i) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
(ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING**, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

**Facility Compliance**: Prior to occupancy or use of any 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.

Coversages 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).