KIPP RAÍCES ACADEMY

RENEWAL CHARTER PETITION

Submitted to the Los Angeles Unified School District
October 2, 2012
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AFFIRMATIONS AND ASSURANCES
KIPP Raíces Academy (“KRA” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.

- Not charge tuition.

- Not discriminate against any student 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.

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- Not require any child to attend the charter school nor any employee to work at the charter school.

- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation 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.

ELEMENT 1: THE EDUCATIONAL PROGRAM
The address of KIPP Raíces Academy is 668 S. Atlantic Blvd., East Los Angeles, CA 90022.
The phone number of KIPP Raíces Academy is 323-780-3900.
The contact person for KIPP Raíces Academy is Amber Young Medina.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is kindergarten through fourth grade.

The enrollment capacity is 524 (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).
The instructional calendar will be: Summer school: August 12-23, 2013; Regular year: September 3, 2013-June 20, 2014.
The bell schedule is: 8:00-3:00 on Monday, Tuesday, Wednesday, and Friday and 8:00-2:00 on Thursdays to allow for staff professional development, with up to three hours of supplemental instruction following the regular school day.

If space is available, traveling students will have the option to attend.

**School Vision**

*All KIPP Raíces Academy students will live their best lives by embodying and exemplifying the needed knowledge, skills, confidence, character, and passion.*

**School Mission**

*The mission of KIPP Raíces Academy is to teach the knowledge and skills, nurture the confidence and character, and inspire the passion needed for students to achieve their goals, excel in the competitive world, and positively impact the community through excellence in thought and action.*

KIPP Raíces Academy, which serves approximately 524 kindergarten through fourth grade students, aims to strengthen the character and academic skills needed for underserved students in Los Angeles to excel in competitive middle schools, high schools and colleges, and assume positions of responsibility and excellence.

Central to the school's mission is the unwavering belief that all students in Los Angeles can succeed in the most rigorous college environments when provided with a disciplined commitment to academics, extended time for learning, and a wide range of effective supports. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. KIPP Raíces Academy believes that all students must be prepared for higher education and be equipped with the skills and the choice to pursue it at the highest levels. Therefore, a college preparatory ethos drives all aspects of the school, from the educational program to the allocation of resources and daily scheduling.

In order to prepare students for success in competitive middle schools, high schools and colleges, KIPP Raíces Academy will build a strong foundation and create a nurturing and structured learning environment that cultivates their character and academic skills in a highly intensive and systematic manner. In line with the school’s mission is the underlying belief that one of the essential purposes of schooling is to help students develop and refine their character. Students must develop a sense of purpose that exceeds mere social or economic gain. Through the teaching and constant reinforcement of strong character, KIPP Raíces Academy students will understand and demonstrate four clearly articulated, central virtues: love, honor, integrity, and excellence.

The character-building program at KIPP Raíces Academy will include a solid foundation of excellent teaching and learning that is offered sooner, longer, and more intensively than at other schools. Academic learning follows 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 is geared toward ensuring that all students will be prepared for college-preparatory middle schools and high schools.

**Student Vision: Starting from the End**
KIPP Raíces Academy students will exit the school after the fourth grade prepared and excited for the rest of their lives. They will have grown from five years old, new to school, to nine year olds who believe in themselves and have built the foundation during the past five years from which they will grow and continue to realize their utmost potential. These students will make decisions with integrity, and show love of self, to others and the community. These students will be described as respectful and ones who pursue life filled with passion and approach work with curiosity and their best effort. Students’ future teachers and professors will describe them as model students prepared to excel and consistently demonstrate excellence in thought and action, even when no one is looking. If one asks these students about their goals, they can explain them because they own them and they can describe the path to realize those goals. These students never compromise their values. They offer help before one asks. They seek ways to make situations better and search for ways to positively impact the world. When life brings difficulties, they will draw upon the lessons taught at KIPP Raíces Academy. They embody and exemplify the values of KIPP Raíces Academy. They will remember who they are and where they are from, and dig deep into the roots they have established during their time at the school which will keep them strong and on the right path to living their best lives.

**School Values**
In order for students to realize the mission of KIPP Raíces Academy, character building and a values focus are essential components. The values of the school are Love, Honor, Integrity, and Excellence. The school will build upon the students’ existing experiences and values in these areas and seek to strengthen and develop these values supporting students’ success in school and the competitive world beyond.

The goal is for all students to embody and exemplify the values. The school values will provide a shared language which the entire KIPP Raíces Academy staff will infuse throughout the day. Faculty will use the language for positive behavior narration, i.e. “I like the way Joe demonstrated love for the classroom and his classmates by cleaning up the mess on the ground even through it was not his.” It is imperative that the staff model the values, as the students are always observing.

In addition to the overall school values, the school will also incorporate character strengths based on the work of Martin Seligman, the founder of Positive Psychology and author of Authentic Happiness. The focus will take
various forms. For example, when the school focuses on creativity, each grade level will develop projects that will foster creativity and will explicitly recognize and celebrate examples of creative thinking and action. Each Friday, the school will hold an extended Raíces Round Up, an assembly in which the students who most embodied and exemplified the character strength of the school will be recognized as well as those students who have shown great improvement.

**The KIPP Foundation**

KIPP Raíces Academy’s founding partnership is with the KIPP (Knowledge Is Power Program) Foundation and its local affiliate KIPP LA Schools. The KIPP Foundation is a national, non-profit foundation that trains outstanding educators to open and run high-performing public schools. There are now 125 KIPP schools in operation across the country.

KIPP began in 1994 when Michael Feinberg and David Levin completed their commitment with Teach for America and launched a program based upon the KIPP Five Pillars (High Expectations, Choice and Commitment, More Time, Power to Lead, and Focus on Results) for 50 fifth graders at Garcia Elementary, a public school in an underserved area of Houston, Texas. Their students’ accelerated academic achievement fueled the program’s expansion: KIPP Academy New York was opened by David Levin in the South Bronx in 1995, and KIPP Academy Houston was founded by Michael Feinberg as one of Houston’s first charter schools. Both schools grew to become the highest performing middle schools (fifth through eighth grades) in their respective districts. After four years of attending a KIPP school, most students go on to some of the most prestigious private, boarding, and public high schools in the nation, including, in some regions, KIPP-operated high schools. Within Los Angeles, eighty-nine percent of KIPP students are low-income, ninety-eight percent are African-American or Latino, and eight percent qualify for special education services. Ninety-six percent of KIPP LA middle school students have gone on to college-preparatory high schools, and 86 percent of our students have gone on to college.

In September 1999, CBS aired a “60 Minutes” special on KIPP. Subsequently, in January 2000, the Pisces Foundation proposed a unique partnership to Feinberg and Levin to replicate the success of their schools. The KIPP Foundation was established in April 2000 to provide aspiring school founders with the training and support to create and lead KIPP public schools in high-need communities across the country.

The founders of the KIPP Foundation have recognized that school leadership determines school performance. Thus, the KIPP School Leadership Program was created to replicate the success of the original two KIPP academies by offering an innovative and prestigious entry point for outstanding educators to become school leaders/principals through rigorous preparation and support. Please see Appendix A for information on the School Leadership Program. While many of KIPP’s practices are replicated in schools across the country, only a graduate
of the KIPP School Leadership Program (also known as a Fisher Fellow during the first year of training) is permitted to found a KIPP School. The program provides the Fisher Fellow with a paid stipend during their start-up year and with intensive training and highly individualized support in the following areas: Organizational Leadership, Instructional Leadership, and Operational Leadership. KIPP Raíces Academy’s Founding Principal Amber Young is a graduate of the KIPP School Leadership Program.

During the KIPP School Leadership Program, Fisher Fellows complete three key training components that are vital to starting a KIPP school: the KIPP School Leadership Institute, KIPP Residencies and School Start-Up Period.

**The School Leadership Institute:** The five-week School Leadership Institute, conducted in partnership the University of Chicago, provides Fisher Fellows with the essential organizational, instructional, and operational leadership skills that are most relevant to opening and operating successful KIPP Schools. Institute coursework takes place during the summer and is led by top business school professors from across the nation, as well as experts on instructional leadership, nonprofit management, school finance, governance and operations. Topics covered include organizational culture, finance, and instructional leadership and management. The Institute’s dynamic instructional setting immerses Fellows in an intense academic environment. Class sessions include participation in case studies, discussions and role-playing.

**The Residency Period:** Fellows serve as residents in KIPP and other exemplary schools over the course of four months to broaden their perspective on leadership and effective school models. The Residency period allows KIPP Fellows to experience first-hand the culture and activities of successful schools around the country in preparation for starting and leading their own KIPP schools. Throughout the fall months, Fellows rotate through each of the key school roles, learning through hands-on training by assisting the school principal, teachers, office managers, development directors, counselors and other staff. Amber Young has had the opportunity to be a resident at the first KIPP elementary school, KIPP SHINE Prep, as well as several other KIPP elementary schools. In addition, she has visited other KIPP middle schools, high schools, and other excellent schools around the country gaining ideas and learning from best practices. Residencies are punctuated by local, regional, and national training events customized to each Fellow’s learning styles and needs and by visits to their hometowns, where they begin to cultivate relationships with the district, school board, community members, and parents with whom they will partner to open the school.

**School Start-Up Period:** After the Institute and the Residencies, all KIPP Fellows conduct school visits for three weeks, based on their development goals, then they return home to their school’s community for the final six months of the start-up period. This is the time when Fellows are recruiting students and staff, building their...
school’s board of directors, meeting with parent advisory groups, building community partnerships, fundraising, designing professional development workshops, and managing their facility.

During the critical first two years of new school operations, it is essential to establish a strong school culture and obtain outstanding academic results. Once the Fisher Fellows become School Leaders and open the doors to their schools, they continue to receive training and support from the KIPP Foundation to ensure that they are developing successful programs according to their school’s mission. During its first year of operation, every KIPP school undergoes an intensive school inspection using KIPP’s proprietary evaluation protocol. These inspections add an additional layer of accountability along with the District and state. The purpose of these inspections is to determine whether each school has successfully implemented KIPP’s Five Pillars and is fulfilling the KIPP mission to provide educationally underserved students with the knowledge, skills, and character required to succeed in top quality high schools, colleges, and the competitive world beyond.

The KIPP Foundation’s ongoing commitment to and support of KIPP Raíces Academy takes multiple forms. The KIPP Foundation provides consulting services to support KIPP Raíces Academy’s business operations, academic program, data-driven instruction, board development and management, and public affairs. Support services include such areas as financial planning, real estate management, vendor management, collection and assessment of data, staff professional development, and leadership development. The KIPP Foundation also provides substantial support through its access to significant funding opportunities. For example, the KIPP Foundation’s relationship with the Walton Foundation has yielded an average of $200,000 in awards to date for each of the KIPP charter schools.

In sum, the KIPP Foundation has a sustained and significant commitment to KIPP Raíces Academy.

**About KIPP LA**

KIPP LA’s mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life. Through the success of our students, the KIPP LA team and family will serve as a model of excellence and collaborate with others to raise the quality of education in Los Angeles. KIPP LA’s schools feature a “no shortcuts, no excuses” philosophy and a strong culture of achievement. Our curricula are designed to provide students a well-rounded education, with sufficient time dedicated to academics, the arts, enrichment, and physical education. KIPP LA’s educators are committed to giving students the support and motivation they need to excel in school and beyond.

KIPP LA Schools is working hard to prove what is possible in public education. By promoting excellence in education throughout our elementary and middle schools, KIPP LA aims to prove that every child can learn and achieve at the highest levels and can ultimately succeed in college and life.
In the long-term, we envision that KIPP LA will prove to be a transformative element in the South and East Los Angeles communities we serve. While college matriculation rates are exceedingly low in these regions, more than eighty-five percent of KIPP alumni nationwide have gone on to college. By maintaining a similar college matriculation rate at KIPP LA, we estimate we will increase our communities’ collective college-going rate by close to 50 percent. As the number of KIPP LA graduates grows, expectations for high academic standards will prevail, and demand will increase for an excellent education for all children. We foresee that our alumni – as self-directed, purposeful college graduates – will also work to improve educational and economic opportunities across Los Angeles.

**KIPP LA’s Track Record of Success**

Since our first schools opened, KIPP LA has established a strong record of academic achievement. In the 2011-12 school year, our students outperformed 83% of middle schools in Los Angeles Unified School District (LAUSD), as measured by the California Standards Test. According to California’s Academic Performance Index (API), KIPP LA Prep received a 924 API, making it the highest performing middle school in LAUSD. Our elementary schools have also achieved at high levels. Our oldest elementary school, KIPP Raíces Academy scored a 961 on the API, ranking among the top two percent of all elementary schools in California. On the spring administration of MAP (a national norm-referenced test), KIPP LA’s three elementary schools outperformed comparison groups in reading and math 100% of the time. Further, KIPP Raíces Academy will implement successful practices that are used in other high quality public, private and KIPP schools across the country. KIPP makes no excuses based on race, gender, socioeconomic status, or disability. The existing KIPP schools have proven that KIPP’s educational vision can be implemented with tremendous success.

All KIPP schools are open-enrollment public schools. Students choose to attend a KIPP school because they want a safe, challenging environment that provides them with every educational opportunity and puts them on the path to and through college. With KIPP schools offering supplemental school hours and days, often from 7:30 AM–5:00PM during the week and additional weeks during the summer, KIPP schools provide more time for high impact teaching and learning. At KIPP, instruction is intended to meet students where they are and to then maximize the proven effects of data-driven instruction, differentiation, and personal relationships to help move children who often enter below proficiency standards to proficient and advanced levels for their grade. The success of existing KIPP schools in Los Angeles exemplifies the accelerated growth of our KIPPsters and what is possible given the academic supports and rigorous instruction provided during our school days. [See Figure 1.1 below.]
Every year, hundreds of educators, parents, professors, and interested citizens visit KIPP schools to glean best practices, largely as a response to KIPP’s success in boosting academic achievement performance gains and implementing strong school-wide cultures. KIPP’s success has been featured by international and national media sources, including the New York Times, the Washington Post, Newsweek, People Magazine, Education Week, Business Week, ABC’s Good Morning America, CBS’s 60 Minutes, U.S. News and World Report, USA Today, National Public Radio, PBS, The Oprah Winfrey Show, NBC Nightly News, ABC World News, The Economist, and many others.

An independent study conducted by the Educational Policy Institute in 2005 found that KIPP students made “large and significant” gains beyond what is average for schools on the SAT-10, a national norm-referenced test.

In another measure of student achievement, 95% of KIPP LA’s out-going 8th graders have matriculated into high-performing college preparatory high schools, including the Stevenson School, Harvard-Westlake School, and the California Academy of Math and Science. KIPP LA’s commitment to serving its alumni continues through high school and college with our college access and retention support. To this effect, KIPP has established national partnerships with 20 colleges and universities to ensure that our alumni are gaining access to quality institutions and provided with the resources to successfully graduate. Of KIPP LA’s oldest cohorts of alumni, the classes of 2011 and 2012, 98% graduated from high school, 90% were accepted to 4 and 2-year colleges and universities, and currently 84% are persisting in college. This is over four times the national average for students from low-income communities.

Figure 1.1 below shows that longer hours in school, excellent teachers, and a structured learning environment are producing significant academic gains and putting students on the path to college. KIPP Raíces Academy achieved the exceptional growth below in only one year with some of the most underserved students in Los Angeles.

Figure 1.1.: KIPP Raíces Academy Student Growth, MAP Assessment for Primary Grades, Fall 2012
Based upon 2012 API scores, KIPP Raíces Academy was the eleventh highest performing elementary school in LAUSD and vastly outperformed all neighboring public elementary schools earning an API of 961. In addition, KIPP schools in the Los Angeles area have been featured in the *LA Times*, *NBC Nightly News*, *The Economist*, and the recent *Waiting for Superman* documentary. Figure 1.2 below shows the API scores of KIPP Raíces Academy and other similar elementary schools in the District.

**Figure 1.2**
KIPP’s Five Pillars

KIPP Raíces Academy will achieve its mission and vision 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 Raíces Academy will be driven by the core operating principles of the Five Pillars that all KIPP schools share:

High Expectations: KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students’ backgrounds. KIPP Raíces Academy will establish a culture of excellence in which clear, rigorous goals are set for both academic achievement and conduct. KIPP Raíces Academy staff will be hired after a thorough process in which they demonstrate that they believe in students and possess the drive and determination to do whatever is necessary to support student achievement. Each day, the KIPP Raíces Academy staff and students will engage in talk of college, in which the goal of students excelling on their way to and through college will be discussed. All students are expected to enter the school each day prepared to work hard and be nice.

Choice and Commitment: Students, their parents, and the faculty of each KIPP school choose to participate in the program. No student is required to attend KIPP Raíces Academy nor is any employee required to work at the school. After gaining a thorough understanding of the expectations and goals of the school, KIPP Raíces Academy parents, students, and staff will sign a Commitment to Excellence form, in which the responsibilities, requirements, and expectations of each stakeholder are detailed (See Appendix B). 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 that there are no shortcuts when it comes to helping educationally underserved students succeed academically. A supplemented school day and summer school mean more time for students at KIPP Raíces Academy to acquire the academic knowledge and skills, as well as the broad extracurricular experiences that prepare them for competitive middle schools, high schools, and colleges. Since students learn at different speeds, the supplemental time allows staff to do remediation for those students that need support, and to accelerate those students that are advancing at a faster pace. While the official school day will operate to meet the required instructional minutes, KIPP Raíces Academy will offer a supplemented day starting at 7:30am with up to three hours of supplementary instruction after regular school hours in order to better prepare students through additional instruction and interventions. The supplemented day will allow the time to teach subjects such as science, social studies, art, music, and physical education in addition to focusing on English-Language Arts and math. In addition to the supplemented school day, each instructional minute will be maximized and the staff will implement the instructional strategies and interventions that will drive the achievement of students. In addition, a summer school session will be offered to reinforce instruction and further prepare students for success.
Power to Lead: The Principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budgets and personnel. They are free to move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn. With the power to lead, the Principal will be able to make decisions based solely upon what is best for KIPP Raíces Academy students.

Focus on Results: 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. In order to be prepared to excel on the path to and through college students must demonstrate a high level of performance. KIPP Raíces Academy students will take beginning of the year assessments to determine their current performance levels. At the beginning of the year, all students, teachers, classes, and grade level teams will set goals for the year. KIPP Raíces Academy will consistently monitor all students' mastery of the California content standards and Common Core standards through informal assessments such as observations and more formally through weekly standards assessments. Systems of accountability will be in place that will monitor progress such as weekly AYP Reports and quarterly benchmarks. In addition, other curricular assessments such as fluency passages will be utilized to monitor growth. Data will be analyzed by teachers and administrators, and it will inform and drive instruction. End of the year assessments, including the state mandated assessments, will be administered to monitor annual growth. Results of end-of-year assessments will be analyzed in depth each summer to make improvements for the upcoming year. Data such as number of discipline situations and improvement in minimizing such situations will be monitored as will individual student growth in embodying and exemplifying the school's values.

Student Population
KIPP believes that the elementary and middle school years are crucial, formative years, and that the choices students make during these years will help set them on a path for success. KIPP Raíces Academy will create a small, personalized learning environment in grades K-4, reaching a maximum of 524 students at full enrollment.

KIPP Raíces Academy 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>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
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<tr>
<td>First Grade</td>
<td>111</td>
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<tr>
<td>Second Grade</td>
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<td>105</td>
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<tr>
<td>Third Grade</td>
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<tr>
<td>Fourth Grade</td>
<td>88</td>
<td>98</td>
<td>95</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>517</strong></td>
<td><strong>524</strong></td>
<td><strong>521</strong></td>
<td><strong>521</strong></td>
<td><strong>521</strong></td>
</tr>
</tbody>
</table>
As a public school, KIPP Raíces Academy will be tuition-free and will admit any student regardless of ethnic, socioeconomic or religious background. KIPP Raíces Academy will work in tandem with parents, community members, and the Los Angeles Unified School District to realize the mission of the school. Although the school will be open to any student, KIPP Raíces Academy will target academically underserved students in Los Angeles.

KIPP Raíces Academy will not wait for motivated students and families to come to the school; rather, the staff will go door-to-door to homes, visit laundromats, community centers, salons, and grocery stores, actively seeking out parents who might not otherwise become aware of this opportunity.

**Demographic Information**

As KIPP schools strive to serve students in primarily under-resourced low-income communities, KIPP Raíces Academy has been established in the East Los Angeles community where demographic information indicates that there is significant need. KIPP Raíces Academy is currently located in a long-term lease facility in the 90022 ZIP code. If LAUSD facilities are used during the term of this charter, KIPP Raíces Academy shall abide by all LAUSD policies relating to Maintenance and Operations Services. Below is a chart identifying the demographic information for the targeted community in the surrounding neighborhood.
Demographic Information for Surrounding Schools in East Los Angeles

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Targets?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% of Students in Special Ed</th>
<th>% ELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belvedere ES</td>
<td>969</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>732</td>
<td>1</td>
<td>3</td>
<td>10%</td>
<td>48%</td>
</tr>
<tr>
<td>Brooklyn Avenue ES</td>
<td>509</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>815</td>
<td>6</td>
<td>10</td>
<td>10%</td>
<td>39%</td>
</tr>
<tr>
<td>Ford Boulevard ES</td>
<td>1184</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>790</td>
<td>3</td>
<td>6</td>
<td>12%</td>
<td>50%</td>
</tr>
<tr>
<td>Fourth Street ES</td>
<td>976</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>811</td>
<td>5</td>
<td>6</td>
<td>7%</td>
<td>41%</td>
</tr>
<tr>
<td>Hamasaki ES</td>
<td>482</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>795</td>
<td>3</td>
<td>8</td>
<td>23%</td>
<td>34%</td>
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<tr>
<td>Humphreys ES</td>
<td>856</td>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>762</td>
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<td>51%</td>
</tr>
<tr>
<td>Marianna ES</td>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>795</td>
<td>4</td>
<td>7</td>
<td>10%</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARTER SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Targets?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% of Students in Special Ed</th>
<th>% ELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Para Los Niños</td>
<td>368</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>773</td>
<td>2</td>
<td>3</td>
<td>10%</td>
<td>71%</td>
</tr>
</tbody>
</table>

1 Source of schools information: LAUSD School Reports Cards, 2010-11 and the California Department of Education’s DataQuest 2012 API Growth reports
**Typical Day**
Ruben is a second grader who is in his third year at KIPP Raíces Academy. He is the student ambassador who accompanies visitors on school tours. As soon as one walks onto the campus of KIPP Raíces Academy, one can quickly identify that this campus is a nurturing environment in which the students are valued, the staff is happy and determined, and the focus is on student achievement. It is a place where any of the staff members would be proud to send their own children.

As the students enter the gate, the Principal shakes each of their hands and greets them by name. When Ruben meets the Principal, they shake hands and he greets her by looking her in the eye and saying good morning. The day begins with the majority of students eating breakfast in the cafeteria as they listen to classical music and quietly talk with each other. When the students leave the cafeteria it is spotless.

Each morning begins with the Raíces Round Up during which the school community assembles before classes begin to start the day with great energy for the exciting day of learning and growing ahead. Student leaders lead the school through the Pledge of Allegiance and motivational chants, as well as recite the school values. The Principal greets the entire school, shares important announcements, and asks the students where they are going after high school to which the students respond, “College!” Then each class does their college cheer, naming the year that they will graduate from college. Before the students are dismissed to their classrooms, the entire KIPP Raíces Academy team and family recites the KIPP motto of “Work hard. Be Nice.”

As Ruben enters his classroom named after Harvard University, he greets his teacher with a handshake and says hello to his friends as he selects a book to read that is on his target level of reading, challenging but one he is able to successfully read independently during Sustained Silent Reading (SSR). As he begins reading, he has his homework out and for the next twenty minutes as he dives into his story, his teacher will be checking each student’s homework noting which students were successful and identifying which students will need support in certain areas. After she checks all of the work, she discreetly calls over the four students who struggled with subtraction on their homework to work with them in a small group on this skill. She will revisit this standard with these students until she is confident they have mastered it. The class comes together and she asks three students to share with their teammates what they read about during this time.

The students then pull out the daily comprehension folders which contain a passage they will work on today. She asks the students to turn to the passage on page 108 and as the students find the page she reinforces math skills by asking the students if this is an even or odd number and how to write this number in expanded form. Before they read the passage on cheetahs in Africa, the teacher activates prior knowledge by identifying key vocabulary words. The students read the passage three times, focusing on increasing their fluency with comprehension.
Afterward, the students answer several oral questions on the passage in both think pair shares and as a whole class.

The students transition to their morning math meeting which is a synthesis of a variety of math standards. For fifteen minutes, the students add to the calendar, identify and create patterns, solve word problems, represent numbers in multiple forms, and target standards needing to be reinforced, such as subtraction with borrowing.

The students then transition to a phonics lesson in which they focus on the long e sound spelling of ea and the short e sound spelling of ea. They reinforce these sounds by reading the decodable “Baking Wheat Bread.” To further develop their vocabulary the students work with their weekly vocabulary words. Today the class is creating motions for each word that will enhance their understanding and personal connection to each word. The class has decided that the motion for the word “discover” will be putting one hand on their foreheads like they are looking for something and great excitement and surprise on their faces as if they have just found that for which they were looking.

At the next transition, students move to a focused period of building their reading comprehension skills. Today, they are developing the skill of summarizing what they have read and the strategy of making predictions through a story about fossils. As they read they make predictions about what the archeologists will discover on their dig and stop throughout to share observations and sum up what they have learned. They draw upon their experience of digging up the fossils they made earlier in the week.

After they have completed their independent practice of confirming predictions, the second grade students eat lunch and play while exercising their bodies and making good choices in interacting with one another.

In Art class, the students are focusing on depth and are going to be using watercolors to paint the drawing they created of a street scene. Ruben loves combining colors and creating depth using lighter and darker colors. He is still figuring out how making things smaller and larger affects depth, but he is experimenting and making adjustments as he creates.

Upon return it is time for math class, Ruben’s favorite subject. In today’s class students are developing word problems that illustrate the concept of multiplication. Ruben has created a drawing with seven frogs and is challenging a peer to determine the number of frog legs in total. His partner then tells a story of nine cakes each with eight pieces. They work together to determine how many pieces of cake there are in total.
Following their time as mathematicians, the students transition to a writing session. Today they are writing their drafts of a narrative on the funniest moment of their lives with a focus on word choice. As Ruben drafts his narrative, he is primarily working on his dialogue and choosing words other than “said”. He is excited to be using words such as exclaimed, shouted, and demanded.

In Physical Education, the students improve their gross motor skills and sportsmanship. Ruben’s group is playing soccer and the focus is on ball skills and on passing the ball more.

The afternoon continues with a Science discovery lesson. Students have been studying the earth and today are recording their observations of various types of rock and the different physical properties of each. Recordings are done using words and drawing their observations. After some independent research, Ruben compares his observations with a fellow student’s and they engage in a discussion as to how the certain rocks are similar.

At the end of the day, the class comes together to give each other kudos. For example, a fellow classmate recognizes Ruben for helping him on the playground when he tripped. Each student then shares his or her favorite part of the day. The teacher knows it was a great day as the students highlight various parts of the day.

**Becoming a 21st Century Learner**

Implementing the highest-quality instructional program is paramount to KIPP’s track record of success. At KIPP Raíces Academy, high-quality instruction is state and Common Core standards-based, with an emphasis on character and academic skills, and is explicitly tied to the school’s mission of preparing students in Los Angeles for success in college and in life.

The educational program at KIPP Raíces Academy will be driven by the core goals at KIPP schools -- academic and character skills -- and define 21st century learning.

1. **Academic Skills** - An ‘educated person’ in the 21st century must have the content knowledge that comes with mastery of the state and Common Core standards, as well as the learning and innovation skills, information, media, and technology skills, and life and careers skills necessary to ensure success to and through college and in life.² Twenty-first century learners will have the following skills and abilities:

   - Creativity and innovation
   - Communication and collaboration
   - Research and information fluency

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- Critical thinking, problem solving, and decision making
- Digital citizenship
- Technology operations and concepts

In the 21st century, simply being able to use technology is not enough; KIPP Raíces Academy students will have the academic skills and abilities to analyze, learn, and explore in the modern world.

2. **Character Skills** - An ‘educated person’ in the 21st century will exhibit the following character virtues:

- Love: To treat others and self with kindness and demonstrate citizenship within the local community and the world beyond through dedicating self to improving the global community.
- Integrity: To know right from wrong and remain true to the school’s principles.
- Honor: To maintain a sense of dignity and respect for self and others.
- Excellence: To always put forth one’s best effort and never give up.

KIPP Raíces Academy believes that more than academic skills alone are needed to maximize students’ potential in high school, college and the world beyond. In the words of David Levin, KIPP co-founder, “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, KIPP Raíces Academy will develop self-motivated, competent, lifelong 21st Century learners.

**How Learning Best Occurs**

Like the 125 KIPP schools around the country, KIPP Raíces Academy ascribes to the Five Pillars of success (*More Time, High Expectations, Choice & Commitment, Power to Lead*, and *Focus on Results*). These Pillars provide the framework of the school’s educational philosophy. However, without high-quality instruction, the school will not succeed. Implementing a high-quality instructional program is paramount to KIPP’s track record of success.

High quality instruction is a result of proper planning and varied instructional techniques and methods that are relevant to students. There are four components to KIPP Raíces Academy’s approach to high quality instruction:

1. **Quality Instruction is Standards-Based.** KIPP Raíces Academy has correlated its curriculum objectives to the state content standards adopted by the California State Board of Education and is in the process of

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transitioning the curriculum to align with the Common Core standards. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The school’s expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they will encounter in middle school and high school honors and advanced placement programs.

2. **Quality Instruction is Meticulously Planned.** At the beginning of the year and during various staff development opportunities, teachers will develop their scope and sequences. Sharing their long-term plans will ensure that maximum alignment exists both vertically within content areas and horizontally across grade levels. Grade level teams will work together each week to plan the upcoming week’s instruction. Teachers will submit daily lesson plans on a weekly basis and classroom observation and weekly check-ins are used as opportunities to explore success in this area.

3. **Quality Instruction is Varied Instruction.** Students process material in a variety of ways. Thus, teachers at KIPP Raíces Academy continuously work together to enhance student learning by sharing, developing, and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students whose needs have not been met through traditional teaching methods benefit from supplemental, direct instruction, small group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques.

4. **Quality Instruction is Relevant to Students.** KIPP Raíces Academy combines California’s rigorous content standards and the Common Core standards with the pedagogies that have proven successful in many KIPP schools. The standards are supplemented in the following ways: character education, extra-curricular activities, technology, and community service. Teachers also take into consideration the interests and cultural backgrounds of the school’s students in an effort to make all instruction R.I.P.E.\(^4\): Relevant, Inclusive, Purposeful and Exciting.

5. **Quality Instruction is Innovative.** KIPP Raíces Academy embraces innovation as essential for ensuring the high-caliber 21st century education promised to every KIPP student and family. Innovation permeates teaching, learning, thinking, and planning throughout the school. The school will create opportunities and experiences for students to collaborate with one another using a variety of tools and methods for collaboration and to learn to solve problems that may not even exist yet. Teachers will identify

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opportunities to leverage technology to differentiate instruction and to 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, allowing students to become a part of the global community, understanding the world around them and interacting meaningfully with other global citizens. KIPP Raíces Academy will use the National Educational Standards for Technology (NETS) created by the International Society for Technology in Education (ISTE) to ensure that students have the knowledge and skills they will need to be successful in an increasingly global and digital world.

**Instructional Program**

KIPP Raíces Academy offers a rigorous California Common Core and content standards-based instructional program that will build the foundation to ensure students’ success in the future, by enabling and empowering them to become self-motivated, competent, life-long learners. The school’s program nurtures well-rounded critical thinkers who love learning, while preparing them to master the California Content Standards and Common Core standards through engaging in authentic work. Beyond the focus of students performing at or above grade-level in reading and mathematics, KIPP Raíces Academy students will be artists, scientists, authors, athletes, and agents of change who develop projects to impact the local and global community.

The true curriculum of KIPP Raíces Academy is the California Content Standards and the Common Core standards. Mastery of these rigorous standards will be the primary focus of the school’s instructional program. All teachers will be expected to use the selected curriculum as a base and lift the material off of the page into standards based 8-step lesson plans, based upon the Madeline Hunter Method, which include the steps of:

- Hook/Motivation
- Objective
- Instruction
- Modeling
- Guided Practice
- Check for Understanding
- Independent Practice
- Evaluation/Closure

Please see **Appendix C** for a sample lesson plan template.
In addition, KIPP Raíces Academy teachers will plan by incorporating the four responsible standards discussed in the *Teaching What Matters Most* to ensure that the lessons are rigorous, push students in thought, value diversity, and students can apply what they are learning authentically.  

When planning, KIPP Raíces Academy teachers will be thinking of how their instruction will meet the individual needs of their students. They will plan incorporating 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. At times they will utilize whole class instruction, while at other times they will use collaborative learning groups. Further, the teachers will be cognizant of movement, especially with the kindergarten and first grade students, and rotate them from locations throughout the room in accordance with their attention span.

KIPP Raíces Academy teachers will differentiate instruction based upon the needs of their students. The teachers will differentiate instruction through modifications to the content, process, or product while ensuring they are providing the needed scaffolding to set their students up for success. The work of Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners*, will be used to inform their differentiated instruction. The School Leader will lead deep and robust professional development for teachers using the book as a platform from which to create differentiated experiences for students in the classroom, including lesson plans and performance tasks.

At least three times a week, the students will engage in workshops which will be based upon the standards taught that week. The formation of these workshops will vary throughout the year depending on the assessment results and needs of the students. During this time, the students will be grouped either heterogeneously or in fluid homogenous groups and their specific needs will be targeted. Teachers will use this time for guided reading groups, based upon the work of Irene Fountas and Gay Su Pinnell, authors of *Guided Reading: Good First Teaching for All Children*, as well as other interventions to drive forward each individual student’s mastery of the standards in each of the content areas.

By utilizing the above teaching methodologies and building a professional library and resource base which will be incorporated into professional development, the teachers will address the varied needs of students and targeted student population in order for all students to meet and exceed the goals of No Child Left Behind (NCLB).

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**Transition to Common Core**

KIPP Raíces Academy will individually, successfully, and fully implement the California Common Core standards by 2014-2015. KIPP Raíces Academy recognizes the delicate balance between the present California State Standards and accountability measures and the implementation of the newly adopted Common Core Standards and the positive impact and potential challenges it will have on our school. The school is creating a long-term plan and timeline for incorporation of Common Core over time, including:

- implementing Common Core standards to drive instruction;
- incorporating performance tasks to assess Common Core standards in summative assessments;
- criteria for success at each stage of timeline;
- teacher/instructional support needs identified and resources matched; and
- technology readiness plan with support from KIPP LA’s technology team.

**Selected Instructional Programs**

The KIPP pillar Power to Lead means that KIPP school leaders are allowed to independently make curriculum decisions for the best interest of their students; therefore, KIPP Raíces Academy retains the right to select appropriate research-based curricula that may include, but are not limited to, the following instructional programs:

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Open Court © 2002 SRA, Lucy Calkins Writers Workshop, Readers Workshop, teacher-created units aligned with the standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>enVision Math, teacher-created units aligned with the standards</td>
</tr>
<tr>
<td>Science</td>
<td>Delta, teacher-created units aligned with the standards</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Project GLAD, teacher-created units aligned with the standards</td>
</tr>
</tbody>
</table>

Each of these instructional programs was selected due to their comprehensive nature and correlation to the California Content Standards and eventually to the Common Core standards. Each program includes teaching approaches to differentiate instruction, to meet the needs of English Learners and students with special needs, and to challenge identified Gifted and Talented students. Each program has been created by reputable publishers with a record of successful implementation with the student population KIPP Raíces Academy serves.

In addition to the curricula listed above, supporting materials and instructional activities will be selected through the input of the teachers on each grade level during grade level meetings. Grade level representatives will then
bring the team’s information to the Leadership Team comprised of representatives from each grade level who will finalize the decision with the administration.

When using purchased curricular materials, KIPP Raíces Academy 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 a structure, the state and 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 Open Court in order to ensure the students have more time to master the standard. KIPP Raíces Academy will further enhance the programs by aligning and supplementing the curriculum based on assessment data and innovative strategies, such as an accelerated curriculum in the kindergarten level.

In addition to the materials listed above, KIPP Raíces Academy may 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 or Accelerated Reader, 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. While specific online curricula have yet to be chosen, when selecting online learning content, the School Leader will consider the level of academic rigor, the likelihood that content will engage students, and each program’s alignment to the Common Core standards. Student progress on the various online programs will be monitored through the individual online programs’ websites. Online learning will not alter the student:teacher ratio at KIPP Academy of Opportunity.

**Scope and Sequence**

Below is a sample of the correlations between the units of study in the selected instructional programs for English-Language Arts, Open Court, and the California Content Standards in kindergarten. Please see Appendix D for a comprehensive collection of scope and sequence for every subject area. The tables identify the scope and sequence of the skills to be taught across the grade levels and the different subjects the school plans to teach.

The kindergarten team will implement an accelerated pace and will complete the year with the beginning of the first grade program as appropriate. This accelerated pace will enable the first grade students to have ample time to work in the student anthologies and prepare them for success in the second grade and beyond.
## Kindergarten

<table>
<thead>
<tr>
<th>Unit</th>
<th>California Standards Addresses</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 School</td>
<td><strong>Reading</strong></td>
<td>September</td>
</tr>
<tr>
<td></td>
<td>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 Identify the front cover, back cover, and title page of a book.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Follow words from left to right and from top to bottom on the printed page.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Understand that printed materials provide information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Distinguish letters from words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.10 Identify and produce rhyming words in response to an oral prompt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.18 Describe common objects and events in both general and specific language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2.0 Reading Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 Locate the title, table of contents, name of author, and name of illustrator.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1.0 Listening and Speaking Strategies</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 Understand and follow one- and two-step oral directions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.</td>
<td></td>
</tr>
</tbody>
</table>
**Supplemental Materials**

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

- *Words Their Way*—a developmental spelling, phonics, and vocabulary program intended to be a part of a balanced literacy plan that includes fluency, comprehension and writing
- *Wordly Wise*—a series of workbooks for the teaching of spelling and vocabulary

**English-Language Arts**

Literacy is the focal point of all instruction at KIPP Raíces Academy, as the school acknowledges its fundamental importance in every academic discipline and life. To promote literacy, the English-Language Arts program provides a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. Students benefit from instructional time dedicated to phonics, reading comprehension, and writing. Open Court, the instructional program selected for use in kindergarten, will be supplemented with a variety of novels, story books and other selections that will enhance the program.

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

- **Word Study**: Students are provided with intensive instruction in phonics, vocabulary, and spelling.

- **Read Aloud**: The teacher reads a text aloud and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this exercise. The teacher also uses this time to model the application of reading skills.

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

- **Guided Reading**: In order to meet the individual needs of all students, students spend time in fluid reading groups working on particular reading skills with the teacher. The rationale is to 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:** There is a time set aside each day for independent reading (also known as Silent Sustained Reading).

**Writing**

Writing effectively is an essential skill all students must have to realize the school’s mission thus a separate writing time is allocated each day. 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.

- **Shared Writing:** As a whole group, students will write common texts in order to practice and model types of writing, elements of style, and grammar. This is also a good time for teachers to model and reinforce the writing process.

- **Guided Writing:** Students will work with the teacher collaboratively to create a piece in order to develop and enhance their writing skills.

- **Independent Writing:** Students will spend time daily writing in journals, writing about a particular topic or developing a writing piece for a particular purpose. There will also be an emphasis on self-reflection and self-correction of writing pieces.

In addition to Open Court, KIPP Raíces Academy will supplement the writing curriculum organized around the Lucy Calkins Writers Workshop model. This model focuses on the goal of creating lifelong writers. Lucy Calkins’ workshop model is based upon the following principles: students will write about their own lives, they will use a consistent writing process, they will work in authentic ways, and the model will foster independence. In Writing Workshop, each grade level has specific units of study tailored to meet developmental and curricular needs.

Literacy is a focus in all subjects. Through teacher collaboration, reading and writing strategies will be reinforced across all of the disciplines. Reading skills will be used in reading Science textbooks and materials, in Social Studies primary sources and materials, and in Math textbooks and word problems. Writing will be stressed in various types of reports, science labs, and explanations of math processes. This cross-curricular approach gives students the opportunity to understand that the skills of reading and writing are not limited to English-Language Arts.
**Mathematics**

The math curriculum at KIPP Raíces Academy is designed to ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at high levels in the real world. KIPP 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, KIPP Raíces Academy will implement a program to ensure a solid math foundation is developed for each child and work to take students to an even higher level of mathematical knowledge and skills to put them on the path to and through college.

Math is a focal point of instruction at KIPP Raíces Academy as the school acknowledges its fundamental importance in academics and life. Students will benefit from the daily classroom instruction in math in addition to morning meetings, and workshop time in which stations will be created based on the standards. Some days these workshops will be homogenously grouped to target the specific areas of growth, while others they will be heterogeneously grouped. Homogenous grouping will be fluid and will be used as an intervention strategy for those students needing support. The program draws from a variety of resources, including textbooks, critical thinking activities, and math manipulatives. In each grade level students will learn the fundamentals of each math strand, which include number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability, and mathematical reasoning.

KIPP Raíces Academy will use the enVision Math curriculum as a basis for its math program in kindergarten through fourth grade. This curriculum will be used as a tool in ensuring mastery of the California Content Standards and Common Core standards in Mathematics. 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. Teachers at KIPP Raíces Academy will also incorporate the Cognitively Guided Instruction (CGI) approach to math instruction. Using CGI, a research-based method, teachers listen to students’ mathematical thinking and use it as a basis for instruction. CGI allows students to use higher order thinking skills and real-world examples to arrive at mathematical solutions on their own with less direct instruction than a non-CGI approach.
In order to address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, KIPP supplements math instruction with critical thinking and problem solving activities, which assist in developing a greater understanding of math concepts and higher order thinking skills.

Math skills will be utilized and reinforced in various content areas at KIPP Raíces Academy. 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 students to critically observe the world, develop their intuition, as well as their observation, thinking and analytical skills. KIPP Raíces Academy will use the Delta Science program in kindergarten through fourth grade as a tool in ensuring mastery of the California Content Standards and Common Core standards in Science. 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 an approach that combines exploration through conducting experiments and watching video clips that bring certain topics to life for the students. Students will have the opportunity to conduct research to deepen their knowledge base on a particular topic.

The science instruction across the grade levels will be organized to best facilitate the students’ mastery of their grade level content standards in each of the following content strands: physical sciences, life sciences, earth sciences, and investigation and experimentation.

Social Studies
In order to become global citizens and agents of change who will positively impact the community, developing a strong sense of history and social, economic, and political trends over time is essential. KIPP Raíces Academy will use the Project GLAD model as a tool in ensuring mastery of the California Content Standards and Common Core standards in Social Studies. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed.

Social studies instruction will utilize an approach that combines exploration through the use of realia and primary and secondary resources, as well as watching 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. The teachers will work collaboratively to order the curriculum for connections to be made across the discipline and reinforce topics taught throughout the day.

During their time at KIPP Raíces Academy, 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.

Other Areas of Instruction

Art and Music
KIPP Raíces Academy offers instruction in art and music at each grade level to develop the whole child and build upon the innate talents of students. In each of these areas, the instructor will develop lessons based upon the California Content Standards at each grade level. In art and music, the instruction will be organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications.

Technology
Because excelling in technology is an essential skill in today’s global society, beginning in kindergarten students will begin developing their technological skills. All students receive instruction in an ancillary technology period. In this setting, students will work on technological skills developmentally appropriate for their grade level, including developing PowerPoint presentations, Word documents, typing, and other skills that will complement the core content instruction.

Spanish
KIPP Raíces Academy believes we should educate students who are equipped linguistically and culturally to communicate and thrive in their community and abroad. The school offers Spanish instruction in kindergarten through fourth grade. In grades K-1, instruction will focus on Spanish language and grammar; in grades 2-4, Spanish will be taught through standards-based content such as Social Studies. The Spanish program is based upon a set of principles about language education. These tenets are based on language education research and are supported by the extensive experience of the Founding Principal:

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

The Spanish teacher, a multiple subject credentialed teacher, will use the California Foreign Language Content Framework along with the national standards for foreign language to design lesson plans and design assessments that focus on a student’s achievement in: language communication, language connections, Spanish-speaking cultures, language comparisons and Spanish-speaking communities. The National Standards for Foreign Language Education set forth that learning about Spanish-speaking cultures and communities increase a student’s ability to acquire and maintain a foreign language as well as gain respect for different cultures. Further, KIPP Raíces Academy believes that learning a second language to proficiency will increase the opportunities for our students as competitive members of our global society.

Physical Education

As KIPP Raíces Academy strives to develop the whole child, physical education is an important component of the school’s program. Physical education classes will develop the students’ motor skills while promoting good health habits that will have a significant effect on students’ overall well-being. In addition, students will develop sportsmanship and teamwork skills. Per California Ed Code Section 51210 (g), KIPP Raíces Academy will offer physical education to students for at least 200 minutes every ten days.

The program will be organized in accordance with the California content standards in Physical Education at each grade level which follow these overarching standards:

• Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

• Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

• Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

• Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

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

Each minute of instructional time will be maximized at KIPP Raíces Academy. The daily schedule is designed to develop well-rounded students with strong skills in a wide variety of content areas. The supplemented schedule is created to ensure students have a significant amount of time allocated to English-Language Arts with separate times allocated to phonics and vocabulary, reading, and writing. ELA will also be targeted at times during workshop time, which is created to form small groups to meet the needs of the students and provide necessary intervention and support. Students have multiple times throughout the day to develop their math skills through the morning math meeting, the math block, as well as workshop which at times will be dedicated to math standards. Students will also engage in focused blocks of Social Studies and Science which will alternate after four to five weeks. The schedule is also designed to allocate time to art, music, Spanish, technology, and physical education, which KIPP Raíces Academy believes are essential to build upon students’ natural talents. Kindergarten will also include a rest time that will last one hour at the beginning of the school year and decrease in length over time.

A sample daily schedule for kindergarten is below:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:00</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:00-8:15</td>
<td>Raíces Round-up</td>
</tr>
<tr>
<td>8:15-8:50</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:50-9:00</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>PE</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Phonics</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>ELA Workshop</td>
</tr>
<tr>
<td>10:45-11:30</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Science or Social Studies</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td>Writing</td>
</tr>
<tr>
<td>12:45-1:10</td>
<td>Reader’s Workshop</td>
</tr>
<tr>
<td>1:10-1:45</td>
<td>Rest Time</td>
</tr>
<tr>
<td>1:45-1:55</td>
<td>Snack</td>
</tr>
<tr>
<td>1:55-2:25</td>
<td>Math Workshop/Calendar</td>
</tr>
<tr>
<td>2:25-3:00</td>
<td>Math</td>
</tr>
<tr>
<td>3:00-3:50</td>
<td>Spanish</td>
</tr>
<tr>
<td>3:50-4:10</td>
<td>SSR</td>
</tr>
<tr>
<td>4:20-4:25</td>
<td>Creative Play</td>
</tr>
<tr>
<td>4:25</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

Please see Appendix E for a sample full week’s schedule.
KIPP Raíces Academy assures that it will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 (a minimum of 36,000 minutes per fiscal year for students in kindergarten; a minimum of 50,400 minutes for students in grades 1-3; and a minimum of 54,000 minutes for students in grades 4-8).

KIPP Raíces Academy may elect to organize the instructional day with particular teachers focusing on a particular subject. For example in fourth grade the students may have one teacher who will teach the students English-Language Arts and Social Studies and another teacher who will teach Math and Science. ⁶

**Academic Calendar**

Each year, KIPP Raíces Academy will set its calendar to coincide with LAUSD’s draft of the Single Track instructional Calendar with adjustments to assist families with siblings or other relatives in other LAUSD schools. KIPP Raíces Academy will offer a supplemented school year with summer school offered each year. An academic calendar can be found under Appendix F. ⁷

Instructional time offered includes Morning Meeting, English Language arts, mathematics, science, social studies, technology, art, music, Spanish, and physical education. Below is a sample of the number of weekly instructional minutes received by KIPP Raíces students in grades K-4 in the 2012-13 school year. While every classroom at KIPP Raíces Academy has a unique schedule and schedules are subject to change based on the needs of KIPP Raíces Academy students, all students in grades K-4 will meet or exceed the required number of instructional minutes set forth in Education Code 47612.5.

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science and Social Studies (alternating)</th>
<th>Electives (Art, PE, Spanish, Tech, and Music)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>645 minutes</td>
<td>300 minutes</td>
<td>90 minutes</td>
<td>300 minutes</td>
</tr>
<tr>
<td>1</td>
<td>1020 minutes</td>
<td>320 minutes</td>
<td>90 minutes</td>
<td>315 minutes</td>
</tr>
<tr>
<td>2</td>
<td>845 minutes</td>
<td>450 minutes</td>
<td>90 minutes</td>
<td>270 minutes</td>
</tr>
<tr>
<td>3</td>
<td>870 minutes</td>
<td>400 minutes</td>
<td>135 minutes</td>
<td>330 minutes</td>
</tr>
<tr>
<td>4</td>
<td>880 minutes</td>
<td>390 minutes</td>
<td>165 minutes</td>
<td>285 minutes</td>
</tr>
</tbody>
</table>

**English Learner Instruction**

KIPP Raíces Academy is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core.

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⁶ If KIPP Raíces Academy elects to organize the instructional day in this manner, the Charter Schools Division will be notified and provided with a daily schedule.

⁷ The calendar included as an appendix is a tentative 175-day calendar. KIPP LA Schools reserves the right to extend the school year to 180 instructional days. KIPP Raíces Academy will submit a finalized Calendar of Reports to the District prior to the beginning of the 2013-14 school year.
curriculum. Instructional plans for English Learners (EL) 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), KIPP Raíces Academy shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELs is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

KIPP Raíces Academy shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

KIPP Raíces Academy shall administer the CELDT annually. KIPP Raíces Academy shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

KIPP Raíces Academy will comply with all federal, state, and judicial mandates for English Learners. Given the demographics of the Los Angeles Unified School District, KIPP Raíces Academy expects that a significant number of its students will be classified as English Learners. In the 2011-12 school year, 66% of KRA students were classified as English Learners based upon their CELDT scores. 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 potential English Learners based on their parent/guardian’s responses to the Home Language Survey will take the California English Language Development Test (CELDT) as required. The school also recognizes the importance of valuing students’ native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum, enrichment programs, and life-skills curriculum.

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

Teachers at KIPP Raíces Academy will use the English Language Development standards set forth by the California Department of Education to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English; however, there may be times when primary language support will be provided to students. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. 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 as based on the work of Peregoy and Boyle. 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 the structured English immersion modifications teachers make in their mainstream classes within KIPP Raíces Academy’s extended day schedule, there will be ample time that can be used for additional intensive English language instruction during small group and workshop time. The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Examples of instructional models that may be employed with ELL students at KIPP Raíces Academy are:

- Workshop models
- Cooperative learning
- Thematic teaching
- Scaffolding instruction
- Think/pair/share
- Kinesthetic activities
- Books on tape
- Graphic organizers

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• Pre-teaching vocabulary
• Labeling items in classrooms and school in different languages
• Manipulatives
• Jigsaw
• Storytelling
• Using culturally relevant materials
• Repetition
• Modeling

KIPP Raíces Academy hires faculty who have received CLAD (Cross-Cultural Language Acquisition Design) training.

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

• Workshop focused on English Language development skills such as vocabulary development, oral language skills, comprehension skills
• Small group work to lower the affective filter and target specific areas of growth
• Using Instructional Assistants to target specific needs
• Increasing collaborative time to increase the amount of interaction spoken in English
• Pre-teaching content vocabulary and frontload concepts
• Echo reading and choral reading
• Focusing on the development of Cognitive Academic Language Proficiency (CALP) beyond Basic Interpersonal Communicative Skills (BICS)
• Offering at home support development
• Tutoring
• Using technology, such as the Waterford Early Reading Program, that has proven successful with English Learners
• Offering service learning opportunities to increase real world experiences and personal connections
Beyond the workshop time, the small group morning time will be used to assist students in developing stronger English language skills. In addition, differentiated instruction, based on students’ needs, will be implemented throughout the school day.

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), KIPP Raíces Academy 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. Basic skills criteria includes:
   - A student’s score on the CST for English Language Arts is basic or higher in English Language Arts. For students in Elementary grades, this score must be obtained two years in a row. 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 above the cut point on the CST selected by the school district should be considered for reclassification.

   - For students scoring below the cut point, KIPP Raíces Academy 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 CST for English Language Arts and whether it is reasonable to reclassify the student; for example, if a student had an extended absence that may have impacted his/her performance on the CST.

III. Teacher evaluation, including, but not limited to, a review of the pupil’s curriculum mastery:
   - KIPP Raíces Academy teachers will use student academic performance in core subject areas of English language arts, mathematics, science, and social studies to inform the reclassification process. A minimum of having a passing grade in English language arts will be required for reclassification.
IV. Parental opinion and consultation:
- KIPP Raíces Academy will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- KIPP Raíces Academy will provide an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.
KIPP Raíces Academy will notify parents and guardians of reclassification, update the school and school district records, as well as monitor the student’s progress for two years.

KIPP Raíces Academy 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.

**Socioeconomically Disadvantaged Students**
KIPP LA Schools seeks to serve a population comprised in most part of students who are socioeconomically disadvantaged. In the 2011-2012 school year, 92% of KIPP Raíces Academy students qualified for free or reduced lunch. The school’s program is designed to meet the needs of students with this designation; it has been created based upon the successful practices currently implemented at KIPP LA’s schools and at KIPP schools around the nation which serve students with similar backgrounds to those KIPP Raíces Academy seeks to 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. At its core, KIPP Raíces Academy believes in high expectations for each of its students regardless of background.

KIPP Raíces Academy 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 summer school
- 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 the 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 within the school such as access to technology, physical education, art, and music
• Field trips and college visits
• Tutoring and homework support
• Incorporating technology such as video to build experiences
• Targeting the interests and personal connections of the learners
• Using Instructional Assistants 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
• Meals provided for students

**Gifted and Talented Students**

As all students are challenged to reach their intellectual potential within the instructional program, KIPP Raíces Academy will not offer a formal, separate gifted and talented program. Throughout the day, the staff may differentiate instruction based upon the individual needs of the students and will challenge 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 KIPP Raíces Academy 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
• 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 the workshop time, Instructional Assistants, as well as differentiated choices for gifted and talented students throughout the day to support them in continual growth. All students at KIPP Raíces Academy will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students’ learning profiles and specific talents. The staff will be trained in identifying students who are gifted and talented and ways to best support them.

**Students Achieving Below Grade Level**

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

• Individual, small group, and workshop time targeting specific standards
• More time to increase the learning opportunities, including supplemented day and summer school
• Guided reading groups
• Scaffolding
• Pre-teaching
• Technology supports such as Waterford Early Reading Program
• Pairing struggling readers with younger readers, so they feel like they are reading books at their level with a purpose
• Valuing strengths and build self-confidence
• Recognizing growth
• Enhancing parent involvement
• Tutoring and homework support
• Using Instructional Assistants to target specific needs

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

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

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.

**Special Education Students**

After an assessment is completed, an Initial Individualized Education Program (IEP) team meeting is convened where all assessment reports are shared and eligibility is determined. If the child is found to be eligible for special education, the Least Restrictive Environment (LRE) for the child is decided, IEP goals are set and the amount and type of services are decided upon by the IEP team.

In hiring, teachers will be credentialed in Special Education. Designated Instruction Services (DIS), such as occupational therapy, may be outsourced as needed.

A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and KIPP Raíces Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.

**Funding for Special Education**

KIPP Raíces Academy shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). KIPP Raíces Academy shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. KIPP Raíces Academy may request specific related services from the District on a fee basis if the District availability.
The District will collect a fair share contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include but are not limited to: 1) maintaining a full continuum of program options; 2) professional development and training; 3) consultation and technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; assistance/participation at IEP team meetings and other opportunities from special education support units and 6) implementation of the Modified Consent Decree.

**District Responsibilities Relating to Charter School Special Education Program**

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to KIPP Raíces Academy staff.

**Modifications to Special Education Responsibilities and Funding**

The special education responsibilities of KIPP Raíces Academy and the District, and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding (“MOU”). If such an MOU is executed its provisions shall be incorporated by reference into this Charter and shall, to the extent necessary to carry out the intent of the MOU, supersede the provisions on special education responsibilities and funding set forth above.
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

In the last five years, KIPP Raíces Academy has had a strong record of success with some of the most underserved students in Los Angeles. Based on 2012 API scores, KIPP Raíces Academy was the fourth highest performing elementary school in LAUSD and vastly outperformed all neighboring public elementary schools.

<table>
<thead>
<tr>
<th></th>
<th>Growth API</th>
<th>API State Rank</th>
<th>API Similar Schools Rank</th>
</tr>
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<tbody>
<tr>
<td>2010-11</td>
<td>963</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2011-12</td>
<td>961</td>
<td>10</td>
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Specific, Measurable, and Realistic Student Achievement Targets

The targets outlined below are consistent with KIPP Raíces Academy’s commitment to ensuring that all students have the knowledge and skills to be successful in middle school, high school, college, and the competitive world beyond. KIPP Raíces Academy will strive to have its students meet NCLB’s ambitious standards, as reported in achievement measures consistent with the California Standards Test and other statewide assessments tools. Assessments will measure the extent to which all students demonstrate that they have attained skills, knowledge and attitudes as specified in the goals. Should the California state goals and targets be adjusted, KIPP Raíces Academy will adjust goals and targets to ensure alignment. Each year, KIPP Raíces Academy 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.

Target One: 100% of all KIPP Raíces Academy students will meet state-established proficiency levels for English Language Arts and Mathematics on the SMARTER Balanced and/or STAR assessments and norm-referenced tests.

For 2013-2014, No Child Left Behind’s Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) are for 100% of all students to score Proficient or Advanced in ELA and Mathematics on the CST; KIPP Raíces Academy will strive to achieve this level of proficiency, working to maintain all students’ scores at Proficient or Advanced in ELA. KIPP Raíces Academy will seek to build students’ mastery every year, move students to higher performance band levels, and increase the percentage of students scoring Proficient or Advanced year by year. In grades three and four, students will take the Common Core assessment, a criterion referenced test; students will be assessed using a norm-referenced test, such as the MAP assessment, in grades K-2.

Target Two: KIPP Raíces Academy will meet or exceed its Annual Performance Index (API) target score.
NCLB requires that each state adopt an “additional” indicator for AYP. Given this, California has chosen the API as an additional indicator of school performance. On an annual basis, KIPP Raíces Academy will strive to exceed the state target of 800.

<table>
<thead>
<tr>
<th>School Year</th>
<th>API Goal</th>
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<tbody>
<tr>
<td>2013-2014</td>
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<td>2016-2017</td>
<td>980</td>
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<tr>
<td>2017-2018</td>
<td>985</td>
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</tbody>
</table>

**Target Three:** 75% of all KIPP Raíces Academy fourth grade students will score a 6 or higher on the California Writing Standards Test.

75% of KIPP Raíces Academy students will be able to score a 3 or higher on a 4 point writing rubric in each genre in order to prepare students to have the knowledge and skills to realize the school’s mission.

**Target Four:** KIPP Raíces Academy will meet the AYP participation rates by at least 95% of students and 95% of each numerically significant subgroup taking the statewide assessments.

**Target Five:** KIPP Raíces Academy will maintain a student attendance average of 94% throughout the school year.

**Target Six:** 100% of KIPP Raíces Academy second through fourth grade students will score proficient or advanced overall on Science standards-based assessments such as quizzes, end-of-unit assessments, quarterly assessments and year-end assessments and/or projects (projects will be measured by rubric-specific criteria and evidence).

**Target Seven:** 100% of KIPP Raíces Academy second through fourth grade students will score proficient or advanced overall on Social Studies standards-based assessments such as quizzes, end-of-unit assessments, quarterly assessments and year-end assessments and/or projects (projects will be measured by rubric-specific criteria and evidence).
**Target Eight:** At least 75% of KIPP Raíces Academy English Learners (ELs) will advance one performance level in English Language proficiency annually as measured by the California English Language Development Test (CELDT) each year.

**Target Nine:** At least 95% of KIPP Raíces Academy English Learners (ELs) will become redesignated before exiting fourth grade as measured by CELDT and CST criterion, as well as local District measures.

In addition, each grade-level team will create grade level appropriate goals before the beginning of the school year. For example, the first grade team may set the following goal: 80% of KIPP Raíces Academy first grade students will be able to read 80 words correctly per minute on a grade-level fluency passage. Other types of grade-level appropriate goals will include comprehension-specific and math fact goals.
ELEMENT 3: METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED

Assessing Student Outcomes

KIPP Raíces Academy’s mission is to teach the knowledge and skills, nurture the confidence and character, and inspire the passion needed for students to achieve their goals, excel in the competitive world, and positively impact the community through excellence in thought and action. In order to ensure the realization of this goal, the staff must consistently monitor and measure students’ progress and the effectiveness of the school’s instructional program. At KIPP Raíces Academy, students will be assessed in several ways. KIPP Raíces Academy and the KIPP LA Schools Board will monitor the school’s progress in meeting student outcomes through the assessments outlined below.

Instructional cycle and assessment

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

Using the standards-based pacing calendar that will be established in the summer, teachers will create assessments to appropriately measure standard mastery. All assessments will be Common Core-aligned, and teachers will be encouraged to design rigorous, authentic assessments that mirror performance tasks as designed by the SMARTER Balanced Assessment Consortium. Time will be spent developing the capacity of teachers to design meaningful assessments during professional development.
Initial Assessments
At the beginning of each school year, the students will be given teacher-created Common Core and content standards-based initial assessments in order to determine their performance levels in key performance areas. For example, students entering in kindergarten will be assessed to determine their level of oral comprehension, their word recognition, and their knowledge base of the letters and of the sounds. In second grade, for example, the students will be assessed in reading comprehension and reading fluency. In addition, students will be given a standards based math assessment based on the previous grade level’s standards to determine their mastery of the previous grade level.

These initial assessment results will be discussed and analyzed in depth to determine ways to differentiate instruction based on the needs of the students. Teachers will discuss the data collaboratively to share ideas and effective strategies to drive forward student achievement. Teachers will also use this data to create fluid intervention groups in which they will target specific needs of students. These assessments will also serve as a beginning point in which progress will be monitored and measured against.

Standards Assessments
Each Friday beginning in September, all students will be given a standards based assessment called the Raíces Standards Assessment (RSA), created during grade level meetings. The questions on the assessment will be based upon standards already taught. The creation of Raíces Standards Assessments will help the teachers ensure that all state-wide content standards are taught and assessed. Please see Appendix G for sample Raíces Standards Assessments. The results of this weekly assessment will inform teachers as to which standards individual students have not yet mastered and standards that may need to be revisited with the class. This data drives differentiated instruction as standards not yet mastered are re-taught. The Raíces Standards Assessment results serve as a school wide indicator of progress toward goals.

The Raíces Standards Assessment results are compiled into a weekly Annual Yearly Progress (AYP) report to monitor progress throughout the year toward goals by class, grade level, and school-wide. Please see Appendix H for a sample of an AYP report. The results of the RSA will be analyzed in depth by each grade level team during Thursday grade level meetings. Each teacher will share and discuss which standards his class did well in and identify the areas in which his class needs to improve. By sharing with each other, teachers whose students excelled in a certain standard can share best teaching practices with those on the team who are looking to improve in a particular area.
In addition, the AYP report will be discussed in staff meetings for grade level teams to share with one another. Further, results will be discussed in one-on-ones with a teacher and with the principal when appropriate, such as when there are significant gains or drops in order to reflect on the data.

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

Further, each quarter teacher-created summative assessments based on the standards will be created to monitor students’ mastery of the standards thus far. By the end of the year, these assessments will resemble a mock California Standards Test (CST).

**State Mandated Assessments**

KIPP Raíces Academy will administer state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to Education Code 60602.5.

The California Standards Test (CST) in English-Language Arts and Mathematics will be administered to students in grades two through four through the 2013-2014 school year. As the CST is based upon the California Standards, the results of this assessment are essential in monitoring the program and students’ mastery of these content standards with the target that all students will score at least at the Proficient level in each content area. The CST, a criterion based assessment, provides clear data by student, class, and grade level in which we can identify areas of strength and areas of growth. Students who qualify to take the California Alternate Performance Assessment (CAPA) will take this assessment in place of the CST to measure their performance in selected standards in English-Language Arts and Mathematics. At the end of each summer when the results are returned, the team will reflect in depth on students’ scores and reflect upon ways to improve for the future, as well as recognize and celebrate areas of strength. All fourth graders will take the California Writing Standards Test.

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 will 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.
**MAP**

Constant measurement and assessment is a hallmark of all KIPP Schools. In addition to administering the assessments under STAR, KIPP Raíces Academy will administer the NWEA MAP (Measures of Academic Progress). The KIPP Foundation chose the MAP because it is longitudinal and norm-referenced, allowing the school to compare its student performance with many KIPP Schools across the country. This allows teachers to see how students performed on a comparative basis with students across the country that are attending similar schools with similar curriculum and educational programs.

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

Each year, school-wide MAP data will be disaggregated by gender, race, and socioeconomic status and analyzed, in order to make any needed adjustments to the instructional program. The school expects students in each gender, racial, and socioeconomic group to demonstrate substantially similar improvements in MAP scores. As soon as the data is released, it will be carefully examined by the faculty; substantial disparities in improvement across racial or class lines may result in modifications to curriculum, schedule, school staffing, or provision of support services.

**Kindergarten and First Grade**

Students in kindergarten and first grade will take a norm-reference test such as the MAP assessment in the spring as the CST is not offered until the second grade. By assessing the students at these grade levels, the KIPP Raíces Academy faculty will be able to monitor individual student growth and mastery of standards. Detailed reports by student and by class will be ordered to facilitate in depth analysis and data informed decision-making. Thoroughly analyzing student achievement results will allow the staff to reflect on teaching practices and identify areas of strength and areas of weaknesses to improve in the upcoming years. While the targets of the school use the percentiles as a measure, each student’s Normal Curve Equivalents (NCE) growth will be analyzed.

**Other Assessments**

In addition to the aforementioned assessments, student progress will be assessed and measured continuously with other approaches such as using longitudinal, survey, and other data. For example, using more informal data, teachers will consistently monitor who is responding to questions, how students are doing on homework, student
performance on class work, and student participation. Teachers will maintain anecdotal notes and running records in which to organize some of these informal assessments. Teacher may also incorporate other forms of formal assessments such as quizzes to monitor student progress, writing assessments based on a prompt, portfolios, or projects. Assessments in the selected instructional programs will be used as a tool to monitor the effectiveness of teaching and learning. Longitudinal, survey, and other data will also be utilized in measuring pupil progress.

To monitor students’ progress in Science and History-Social Science throughout the school year, standards based assessments will be administered. As Science and History-Social Science will alternate in instruction, quizzes and end of the unit assessments will be administered in the focused content area based on previously taught standards. These assessments will be administered approximately every two weeks and five weeks, respectively.

*Testing*

KIPP Raíces Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.

*Grading Policy*

KIPP Raíces Academy will administer grades based upon student’s mastery of the California Content Standards and Common Core standards. Grades will be reported in quarterly 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. Please see Appendix I for a sample report card.
ELEMENT 4: GOVERNANCE

KIPP Raíces and/or its non-profit organization is a separate legal entity and will be solely responsible for the debts and obligations of KIPP Raíces Academy.

KIPP Raíces Academy will comply with the Brown Act.

*Members of the KIPP LA Schools executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Legal Structure

The charter applicant for KIPP Raíces Academy is KIPP LA Schools, a California non-profit 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 KIPP Raíces Academy. KIPP LA Schools exists to ensure that all KIPP schools, including KIPP Raíces Academy, adhere to the proven success of the nationally renowned KIPP school model and to this charter. KIPP LA Schools will operate KIPP Raíces Academy.

Governance

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

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

Below is an organizational chart of the KIPP Raíces Academy governance structure, including the KIPP LA Schools Board of Directors and the KIPP Raíces Academy teaching staff.

Figure 4.1: KIPP LA Schools Organizational Reporting Structure

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10 Please refer to Section 5-2 and 5-3 for the organizational documents of KIPP LA Schools, including articles of incorporation and bylaws.
Any amendments to KIPP LA Schools’ bylaws that affect or impact KIPP Raíces Academy or school operations must be approved through the District’s petition amendment process.

**Local Board of Directors**
The KIPP LA Schools Board of Directors will be the governing body of the school, and will be made up of local community members. Please see Appendix J for a list of KIPP LA Schools board members.

Governance, policy-making authority, and fiduciary responsibility for KIPP Raíces Academy will rest with the KIPP LA Schools Board of Directors. The Board of Directors will work closely with its Executive Director and the Principal to implement KIPP’s national education philosophy as set forth in the Five Pillars.

**Composition of KIPP LA Schools Board of Directors**
KIPP LA Schools’ Board of Directors will be representative of the Los Angeles community and will hold public meetings in accordance with the Ralph M. Brown Act. KIPP LA School Board and its committees are subject to the Brown Act. In the conduct of all meetings the KIPP LA Schools Board will:

- Post an agenda at least 72 hours prior to any meeting
- Hold all meetings within the boundaries of the LAUSD
- 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)

Board members will support the mission of the school and serve voluntarily. KIPP LA Schools will seek to ensure that its directors represent a broad area of expertise and cross-section of the school community and community-at-large. More specifically, KIPP LA Schools will seek board members with backgrounds in real estate, law, public accounting, management, and philanthropy.

Selection 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 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 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 chosen through an election process.

Board Recruiting and Selection Process
The authorized number of directors who shall constitute the Board shall be 15, or such other number as may be fixed by the Board from time to time, provided, however, that the authorized number shall not be less than three and shall not be greater than 20. The board will represent a cross section of Los Angeles and will include persons with expertise in education, management, finance, and law. The board recruiting process will include the following actions:

1. Identification of a prospective board member.
2. Board or staff member who knows the prospect will complete a nomination form.
3. The board’s Governance Committee will review nomination forms and rank prospective directors based on their qualifications and desire to serve.
4. The Governance Committee will cultivate prospective board members in the following ways:
   a. Deliver information packet with information concerning the history and future plans of KIPP LA Schools including specific information regarding the board and its role in the governance and
support of KIPP Raíces Academy (e.g. board members roles and responsibilities, meeting schedule, committee structure, etc.)

b. Prospective board member visits KIPP LA schools

c. Prospective board member meets with Executive Director of KIPP LA Schools

d. Prospective board member interviews with Governance Committee Member

e. Prospective board member interviews with Board President or Vice President

5. Governance Committee presents formal recommendation to the full board of KIPP LA Schools; Board votes on prospective candidate(s)

6. Board President 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 guiding KIPP LA Schools. The board is empowered to:

- Ensure that all KIPP LA schools adhere to the requirements of KIPP Raíces Academy

- Hold the Executive Director accountable for the academic performance and fiscal management of the organization and schools;

- Provide support to KIPP LA Schools for additional fund-raising, marketing and other services as needs arise; and

- Advocate on behalf of KIPP LA Schools by working to establish partnerships with community organizations, institutions of higher learning, foundations and corporate entities that support public education.

The KIPP LA Schools Board of Directors will meet at least quarterly. Meeting notices and agendas will be posted publicly in high traffic areas at the school, such as the administrative office and school bulletin board. Approved minutes from the previous Board meeting will be available in the administrative office. The Board Secretary will be responsible for recording governing board actions.

The KIPP LA Schools Board will include several standing committees designed to enhance the operation of the board and provide additional oversight. All standing committees will hold public meetings in accordance with the Ralph M. Brown Act. Membership in committees will not be limited to members of the full board of KIPP LA Schools. Other representatives will include, but not be limited to persons with expertise in committee areas. For example, a member of the business or parent community with corporate audit experience might join the Audit Committee, but not be a member of the Board of Directors. Committees shall not be less than two members and
no more than 10. No more than forty-nine percent of the number of board members will sit on any one committee. KIPP LA has the following standing committees:

- **Finance.** The Finance Committee will review and recommend approval of the annual operating budget to the full board, regularly review and monitor financial results, ensure the maintenance of an appropriate capital structure; and oversee the management of financial assets.

- **Governance.** The Governance Committee will ensure the constant health and effectiveness of the full board and the work it performs for the organization. The committee focuses on board evaluation, composition, recruiting, nominating, training and education.

- **Audit.** The Audit committee will oversee 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 will oversee 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, bylaws, etc.

Additionally, the KIPP LA Schools Board will have and exercise the right to regularly inspect and evaluate the operations and performance of KIPP Raíces Academy. This oversight will include a rigorous, multi-day assessment of all educational activities to be conducted by Cambridge Education Associates, Ltd., SchoolWorks, 102 Group or a similarly qualified group. By ensuring that KIPP Raíces Academy’s educational programs are closely monitored and maintaining KIPP standards, KIPP LA Schools will combine the two factors that have proven to be the keys to success for KIPP schools nationwide:

- Community based support and local responsibility for the success of KIPP Raíces Academy; and
- Monitoring and inspection to ensure compliance with KIPP’s demanding educational standards.

The role of the Principal of KIPP Raíces Academy is to implement the KIPP Five Pillars in the operation of the school, and to ensure that the mission, goals, and objectives of the school are being fulfilled. S/he is thus responsible for:

- Hiring, managing, and evaluating all instructional and non-instructional school staff;
- Designing the school’s academic program;
- Coordinating student and teacher programming, including curriculum development;
- Managing daily operations and school systems; and
- Cultivating community partnerships.
Overall, the Principal will be responsible for ensuring that overall curricular policy remains faithful to the school’s mission. The Principal will implement this policy and develop and maintain, with input from teachers, a cohesive kindergarten through fourth grade curriculum. The Principal will also be responsible for implementation of the California Content Standards and Common Core standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving at expected levels.

Accountability to Parents and School Community
The KIPP LA Schools Board of Directors will respond to all parent and community concerns. Any individual or group may bring complaints or concerns to the Board of Directors of KIPP LA Schools for any reason. Such complaints or concerns will be submitted to the Board of Directors at least one week prior to a regularly scheduled Board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Directors. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regularly scheduled meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presents the complaint. The Board, as necessary, shall direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board of Directors shall render its determinations in writing.

Parental and Community Involvement
Garnering the ongoing support and participation of each student’s parents or guardians in the educational process is fundamental to the mission of KIPP Raíces Academy. Parents are involved in the governing of the school through participation in a parent committee. All parents are welcome and encouraged to become members of the committee. The committee may assist the Principal with community outreach, resource development, extracurricular programs, and community service projects. The committee will also have input into specific school-site decisions that pertain to fundraising efforts and special events. The committee will meet at least monthly, and meetings will be publicized in the Home/School Bulletin.

During the school year, opportunities for continued parental and community participation in the operation of the school will include, but are not limited to, the following:

- Serving on advisory or special task committees involved in school operations;
- Volunteering in any additional capacity of which they are capable. For example, parents may volunteer to assist with field trips, tutoring, fundraisers, and the coordination of special events;
- Attending parent education programs;
- Meeting with teachers as questions and concerns arise;
- Attending board meetings to address specific topics best resolved and/or developed with the input and expertise of parents.
In addition, all parents and guardians will be required to attend parent-teacher conferences once a semester. In order to build community among parents and with staff, parents will be invited to school open houses, family workshops, family dinner nights, and other parent information nights.

**Grievance Procedure for Parents and Students**

KIPP Raíces Academy will 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 KIPP Raíces Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. KIPP Raíces Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

KIPP Raíces Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, prohibited by Title IX or Section 504.

KIPP Raíces Academy will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**

KIPP Raíces Academy will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**

KIPP Raíces Academy and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. KIPP Raíces Academy and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.
*Notifications*

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by KIPP Raíces Academy.

**Local Control & Quality Control**

In order to ensure the success of schools affiliated with KIPP across the country, the KIPP Foundation has developed a school evaluation process based upon the best practices of existing KIPP schools and the protocol developed and refined through assessments of high performing charter schools nationwide. During the first months of the school’s operation in year one, a two-day inspection will be conducted with feedback provided. A formal inspection and evaluation to determine a KIPP school’s ongoing status is conducted during the school’s second year of operation. KIPP LA’s schools are also evaluated on a five-year cycle aligned with the terms of the charter petition. The purpose of these inspections is to identify strengths and areas for development so that the school may improve the quality of education it provides and raise the educational standards achieved by its students. The inspection provides an independent external view of the school and contributes to the national development of KIPP schools and education reform through the identification and dissemination of best practices.

The inspection includes an in-depth review of the three organizational components of the school: 1) the educational program, including the academic performance levels achieved by students in the school, as measured by the school’s performance on assessments, and the quality of education provided, assessed by the quality of teaching and the curriculum; 2) the business and management structure, including how well the school is managed; and 3) the networking strategies, including the relationship between the school and all of its community members.

In addition to formal external reviews, KIPP LA Schools employs a variety of internal strategies to ensure that its schools maintain their record of academic and operational excellence. KIPP LA’s Chief Academic Officer visits each KIPP school in the region every one to two weeks to provide guidance and feedback; from time to time, KIPP LA administrators also visit other KIPP schools in Los Angeles to provide peer reviews. KIPP LA Schools also puts a strong emphasis on the use of data to ensure that schools meet the organization’s high expectations. The Chief Academic Officer of KIPP LA Schools leads school administrators in a regular cycle of data analysis, feedback, and continuous improvement using data including, but not limited to, attendance, enrollment and attrition, academic achievement, student discipline, and family satisfaction. The organization regularly administers surveys to students, teachers, and parent, including the Healthy Schools and Regions survey and the Q12 survey, to measure satisfaction amongst KIPP LA’s stakeholders and determine where adjustments may be necessary.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

Staffing Plan

KIPP Raíces Academy will employ five classroom teachers per grade level in grades K-2 and four classroom teachers per grade level in grades 3 and 4. In kindergarten classrooms, lead teachers will be assisted by Instructional Assistants. Based on these numbers and projected enrollment numbers, the student:teacher ratio at KIPP Raíces Academy will be 11:1 for kindergarten classrooms, 22:1 for first and second grade classrooms, 26:1 in third grade classrooms, and 25:1 in fourth grade classrooms.

Qualifications for School Employees

As discussed in Element 1, staff selection is one of the most crucial aspects contributing to the success of KIPP Raíces Academy. The goal of the process is to find driven candidates and hire staff who have developed cultural competency, have strong and positive recommendations from prior employers, have evidence of strong connections with students and their families, and who are team players, flexible, smart, embody and exemplify the values of the school, and are committed to the vision and mission of KIPP Raíces Academy. KIPP Raíces Academy seeks teaching candidates who have at least two years of successful teaching experience in an under-resourced community, exemplary student achievement results and are qualified to deliver the proposed instructional program.

KIPP Raíces Academy believes that all persons are entitled to equal employment opportunity. KIPP Raíces Academy shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Certification

KIPP Raíces Academy will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other certification equivalent to that which a teacher in other public schools would be required to hold. KIPP Raíces Academy will employ teaching staff who are highly qualified and fully compliant with No Child Left Behind requirements. These teachers will instruct the core academic classes of mathematics, English-Language Arts, science, and history/social studies. They will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the School's operational policies. Non-core classes offered are physical education, music, art,
technology, and Spanish. All non-core teachers are required to hold teaching credentials. KIPP Raíces Academy will maintain a current copy of teacher certificates on file and ready for inspection. The Director of Human Capital at KIPP LA’s School Support Center will monitor credentials on a regular basis and ensure that the necessary documentation is on file for all teachers. A credential review will occur annually and on an as needed basis to ensure compliance. S/he will notify the School Leader in a timely manner regarding the status and expiration of current teachers’ credentials.

**Staff Qualifications**

Full responsibility for hiring staff members will reside with the Principal. The exceptions are the School Operations Coordinator position, which will be a joint hire between the Principal and the Associate Director of School Operations, and special education positions, which will be a joint hire between the Principal and the Director of Special Education. The Principal will be hired jointly by the Executive Director and Chief Academic Officer of KIPP LA Schools after being screened and recommended by the KIPP Foundation’s Principalship Program.

**Principal:**
- Possession of a valid administrative credential authorizing service as a Principal issued by the California Commission on Teacher Credentialing is desirable
- Possession of a valid preliminary or clear multiple or single subject teaching credential authorizing service as a middle school teacher issued by the California Commission on Teacher Credentialing is desirable
- Masters Degree from an accredited institution of higher learning in administration or secondary education, or a closely related field is desirable
- Bachelors Degree from an accredited institution of higher learning
- Three years of successful teaching experience

**Teacher:**
- Possession of a valid preliminary or clear multiple subject teaching credential issued by the California Commission on Teacher Credentialing
- Two years of successful teaching experience recommended
- Bachelors Degree from an accredited institution of higher learning
- 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 is highly desirable.
- Bilingual ability is desirable

**Other Staff:**
Non-certificated administrative staff responsible for administrative duties, including record keeping, office management, and other non-instructional activities shall possess experience and expertise appropriate for their position within the school.

Paraprofessionals will meet the requirements of No Child Left Behind by having met at least one of the following criteria: completing at least two years of study at an institution of higher education; obtaining an Associate’s degree (or higher); or meeting a rigorous standard of quality and demonstrating through a formal State or local academic assessment the knowledge of, and the ability to, assist in instruction of reading, writing, and mathematics.

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the Department of Justice through a LiveScan verification. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws.

**Job Descriptions**

<table>
<thead>
<tr>
<th>PRINCIPAL</th>
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<tr>
<td>Reporting to the Executive Director/Chief Academic Officer, paid employees of KIPP LA Schools, the Principal is responsible for setting a powerful vision for student achievement based on KIPP’s philosophy and Five Pillars and for motivating others to follow that vision. S/he must strategically implement the school’s mission through effective leadership and management of the school’s students and staff. The Principal’s leadership will result in an instructional program and school environment that prepares every student for success in college and life. The Principal leads, manages and oversees all functions of the individual school site, including the following duties:</td>
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**Prove the Possible**
- Set and enforce standards for student achievement.
- Ensure program meets or exceeds yearly student outcome goals.

**Drive Results**
- Develop organizational goals and objectives consistent with the mission and values of the school and KIPP LA Schools.
- Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents that is aligned with the mission and values of the school.
- Monitor progress of self, school, and staff on dashboards and Individual Development Plans
- Manage student recruitment and enrollment process.
- Ensure high standards for student behavior, performance, and attendance.
• Address any disciplinary issues immediately.
• Lead long term strategic planning and medium term process improvement as needed.

**Instructional Leadership**

• Manage, evaluate and develop a team of teachers.
• Ensure use of effective, research-based teaching methodologies and practices.
• Monitor progress of all students.
• Lead data-driven discussions about student performance and ensure data drives instruction.
• Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.
• Keep abreast of successful instructional methodologies and practices.
• Ensure consistencies in instruction and practice amongst team of teachers.
• Ensure learning environment and classroom instruction maximize student learning.

**Operational Management**

• Manage all resources at school site.
• Manage a budget that ensures fiscal solvency and long term school level sustainability.
• Oversee facilities maintenance.
• Oversee management of school records and resources.
• In collaboration with the School Support Center, ensure compliance with funding sources, local school district, and other stakeholders.
• Ensure compliance of local, state, and federal laws and regulations and court orders.
• Ensure the safety and security of all students, staff, visitors, and public and private property.
• Approve expenditures.

**Manage People**

• Communicate the vision that supports the school’s goals and values.
• Create an effective, collaborative team of people jointly responsible for the attainment of school goals and committed to achieving excellence.
• Recruit, select, hire, and manage performance of all staff.
• Provide professional development opportunities for all staff.
• Continually monitor progress on all measures of school and staff performance.
• Adhere to KIPP LA Schools’ HR policies and state/federal employment laws.
• Oversee any and all disciplinary actions.
Build Relationships

- Build effective relationships among teachers, parents, and the community to improve student performance.
- Develop positive relationships with the local school district, local government, neighboring schools and other stakeholders.
- Serve as the school’s spokesperson.
- Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the school team and a dedicated role model for other employees.
- Participate in KIPP LA Schools Community
- Actively participate in Leadership Team community of practice by attending Leadership Team meetings, engaging in discussion, sharing best practices, and participating in school visits.
- Respond to requests from the School Support Center in a timely manner, working with SSC staff to ensure compliance of all KIPP LA Schools policies and procedures.
- Conduct weekly or bi-weekly 1:1s with Executive Director/Chief Academic Officer
- With school staff, visit at least one other KIPP LA school annually.
- Perform other duties as required and assigned

Skills & Qualifications

- Possession of a valid administrative credential authorizing service as an elementary school Principal issued by the California Commission on Teacher Credentialing is desirable
- Possession of a valid preliminary or clear teaching credential authorizing service as a teacher issued by the California Commission on Teacher Credentialing is desirable
- Masters Degree from an accredited institution of higher learning in administration or elementary education, or a closely related field is desirable
- Bachelors Degree from an accredited institution of higher learning
- Three years of successful teaching experience

The Principal must demonstrate knowledge of and support the KIPP LA Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

ASSISTANT PRINCIPAL

The Assistant Principal provides staff leadership on issues of discipline, professional development, assessments, staff recruitment, and facilities. The Assistant Principal reports directly to the Principal, who provides guidance and direction and sets school policy. The Principal, Assistant Principal, and Instructional Support Coordinator/Dean constitute the school's leadership team and are collectively responsible for setting a powerful vision for
student achievement based on KIPP’s philosophy and Five Pillars and for motivating others to follow that vision. The Assistant Principal, Instructional Support Coordinator/Dean and Principal’s leadership will result in an instructional program and school environment that prepares every student for success in college and in life. The duties and responsibilities of the Assistant Principal include:

- Uphold mission of school.
- Serve as one of the school’s Instructional Leaders including the monitoring of instructional planning and implementation.
- Create and implements student discipline policy.
- Coordinate and implement federal, state, local, and KIPP foundation testing schedule and policies.
- Support the building of a positive nurturing school culture. Support all certificated and classified staff.
- Assist with planning professional development.
- Ensure compliance with all laws and regulations.
- Allocate funding and spends funds to best support student achievement.
- Coordinate student support services.
- Develop plans to ensure the health, safety, and welfare of staff and students while at school.
- Build and maintain positive and supportive relationships with parents, community members, and organizations.
- Serve as administrative designee when Principal is not present.
- Fulfill other duties as needed

Skills & Qualifications
- Bachelor’s Degree (required); Master’s Degree (preferred)
- A minimum of 3-5 years teaching in a low-income school with demonstrated exemplary student results.
- At least two years of leadership in a low-income school with demonstrated exemplary student results.
- Ability to effectively manage instructional and non-instructional personnel.
- Ability to evaluate instructional programs and teaching effectiveness.
- Excellent communication, public relations, and interpersonal skills.
- Ability to implement effective business systems that ensure proper stewardship of school funds.
- Ability to exercise excellent judgment in decision-making.
- Knowledge in the selection, training, and supervision of personnel.
- Cursory knowledge of the laws, rules, procedures, and programs specifically related to the operation of charter schools.
- Comfort with working in a fast-paced, entrepreneurial environment and for a non-profit.
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook required.
INSTRUCTIONAL SUPPORT COORDINATOR/ DEAN

The Instructional Support Coordinator/Dean provides staff leadership on issues of discipline, professional development, assessments, staff recruitment, and facilities. The Instructional Support Coordinator/Dean reports directly to the Principal, who provides guidance and direction and sets school policy. The Principal, Assistant Principal, and Instructional Support Coordinator/Dean constitute the school’s leadership team and are collectively responsible for setting a powerful vision for student achievement based on KIPP’s philosophy and Five Pillars and for motivating others to follow that vision. The Instructional Support Coordinator/Dean and Principal’s leadership will result in an instructional program and school environment that prepares every student for success in college and in life. The Instructional Support Coordinator/Dean’s duties include:

**Prove the Possible**

- Support the development of standards for student achievement.
- Support the Principal to ensure program meets or exceeds yearly student outcome goals.

**Drive Results**

- Support the development of organizational goals and objectives consistent with the mission and values of the school and KIPP LA Schools.
- Foster a school climate that supports both student and staff success; promotes respect and appreciation for all students, staff, and parents; and is aligned with the mission and values of the school.
- Ensure high standards for student behavior, performance, and attendance.
- Manage disciplinary issues.

**Instructional Leadership**

- Responsible for school staff, students, and facilities when Principal is off-site.
- Plan and implement professional development sessions in collaboration with Principal.
- Draft annual school calendar including daily school schedule.
- Support the creation and implementation of all assessments including: RSAs, MAP, and CSTs.
- Lead data-driven discussions about student performance and ensure data drives instruction.
- Work with teachers to improve their teaching practice through coaching, feedback, professional development, modeling, and collaborative planning.
- Provide coverage for classroom teachers so that they may observe other teachers both within and outside of the school.
• Plan for annual grade level growth including but not limited to: grade level procedures, assessment plans, and unit planning.
• Develop school wide systems to enhance instructional program.

Manage People
• Recruit, select, and hire all staff.
• Provide professional development opportunities for staff.
• Adhere to KIPP LA Schools’ HR policies and state/federal employment laws.

Build Relationships
• Build effective relationships among teachers, parents, and the community to improve student performance.
• Serve as a school spokesperson.
• Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the school team and a dedicated role model for other employees.
• Create opportunities and events to celebrate staff accomplishments throughout the year.

Participate in KIPP LA Schools Community
• Actively participate in Emerging Leader community of practice by attending Emerging Leadership meetings, engaging in discussion, sharing best practices, and participating in school visits.
• Conduct weekly or bi-weekly 1:1s with Principal.
• Along with school staff, visit at least one other KIPP LA school annually.

Perform other duties as required and assigned
• The Instructional Support Coordinator/Dean must demonstrate knowledge of and support the KIPP LA Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

Skills & Qualifications
• Bachelor’s Degree (required); Master’s Degree (preferred)
• A minimum of 3-5 years teaching in a low-income school with demonstrated exemplary student results.
• At least two years of leadership in a low-income school with demonstrated exemplary student results.
• Ability to effectively manage instructional and non-instructional personnel.
• Ability to evaluate instructional programs and teaching effectiveness.
• Excellent communication, public relations, and interpersonal skills.
• Ability to implement effective business systems that ensure proper stewardship of school funds.
• Ability to exercise excellent judgment in decision-making.
• Knowledge in the selection, training, and supervision of personnel.
• Cursory knowledge of the laws, rules, procedures, and programs specifically related to the operation of charter schools.
• Comfort with working in a fast-paced, entrepreneurial environment and for a non-profit.
• High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook required.
• Detail- and results-oriented team player who is dedicated to getting the job done.
• Demonstrated flexibility, creativity, and collaborative working style.
• A sense of humor.
• Unquestioned commitment to KIPP LA’s mission and values.

SCHOOL OPERATIONS COORDINATOR

The School Operations Coordinator will be integral to the relationship between the school and the KIPP LA School Support Center (SSC). S/he will support the Principal in the day-to-day financial and operational activities of KIPP Raíces Academy. S/he will have a significant role in creating and implementing policies and systems while also helping our school establish a culture centered on our core values of honesty, respect, leadership, continuous improvement, and commitment to community. S/he will support the KIPP LA SSC in its efforts to provide school with operational and financial guidance and assistance. The School Operations Coordinator will report to the Principal and to the Associate Director of School Operations of KIPP LA.

Responsibilities include:
• Manage and complete all necessary compliance reporting to the Local, State, and Federal Government including but not limited to: Attendance reporting; National School Lunch Program; and School Language Census; Annual Attendance Report
• Act as liaison between School Support Center and school; Serve as the staff support to the Financial Analyst of KIPP LA for budget reviews and organizational audits as performed by annual external auditors and IRS examiners, such as organizing student data;
• Oversee and manage KIPP Raíces Academy’s food service program;
• Create, maintain, and execute the school’s emergency and safety plan
• Coordinate all special events such as field lessons and grade level End of the Year field trips as well;
• Develop and implement new student recruitment plan;
• Design and maintain School Inventory Database;
• Manage all school based procurement including uniform purchasing and sales;
• Support Grade Level and Department Leaders by developing relationships and being timely and
responsive to their needs;

- Track expenses and manage department, grade, field lessons, and other program level budgets and regularly communicate spending trends with Principal;

- Maintain school based personnel and student records;

- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;

- Receive (from Office Manager) and remotely deposit all cash and checks on a weekly basis; and

- Represent the school at various public meetings and conferences;

- Other duties as assigned.

Skills & Qualifications

- BA or BS required;

- Excellent organizational, planning, and implementation skills;

- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;

- Relentless results-orientation;

- Familiarity with budget management and expense tracking;

- Ability to communicate and interact effectively with multiple constituencies;

- Excellent written, communication, and presentation skills;

- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook;

- Initiative, leadership, and tenacity;

- Detail-oriented team player willing to roll up sleeves and get the job done; and

- Unquestioned integrity and commitment to KIPP Raíces Academy.

OFFICE MANAGER

The Office Manager is a school-based role that ensures the office of the school effectively serves and supports the students, families and staff. KIPP Raíces Academy firmly believes the role of the Office Manager is integral to how we, as a school community, are able to meet our goals and school vision. The Office Manager will report to the KIPP Raíces Academy Principal and will collaborate with and support the School Operations Coordinator. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a school culture centered on our core values—honesty, respect, leadership, continuous improvement, and commitment to community.

Responsibilities include:
• Directs phone calls and guests properly and professionally;
• Responsible for typing and translating material, composing letters and memos, completing and distributing correspondence and producing weekly bulletins;
• Coordinates, organizes and secures the reception area, office space and all student, family, staff and school community information while ensuring confidentiality;
• Maintains student files in accordance with policies and audit guidelines and monitors documentation for the school including physical examinations, records verification of incoming students, and student transcripts;
• Assists with coordinating arrival, breakfast, lunch, and dismissal routines and procedures;
• Maintains and ensures accuracy of student records, daily attendance and related reports;
• Assists in ordering, purchasing, receiving and organizing school materials;
• Establishes relationships with families and coordinates parent volunteers on an as-needed basis; and
• Other duties as assigned.

Skills & Qualifications
• AA preferred;
• Minimum of 1 year of school experience required;
• Oral and written proficiency in Spanish strongly preferred;
• Proficiency with the Microsoft Office Suite;
• Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality;
• Excellent communication skills, both oral and written;
• Strong organizational and interpersonal skills;
• Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;
• Relentless results-orientation;
• Detail-oriented team player willing to roll up sleeves and get the job done;
• Demonstrates initiative and a desire to learn
• Unquestioned integrity and commitment to the school community and mission.

SCHOOL RECEPTIONIST
The School Receptionist will support the School Leader in the day-to-day operations of KIPP Raíces Academy. S/he will have a significant role in implementing policies, systems, and procedures. S/he will support a school culture centered on our core values and ensure that our children climb the mountain to and through college.

Responsibilities include:
• Serve as primary contact for all school communication via phone;
• Warmly greet all visitors to the school and direct them to the appropriate place or person;
• Manage daily attendance systems/reporting and support School Operations Coordinator to complete monthly attendance reports;
• Support the collection, dispersal, security, and organization of all student cumulative record files;
• Provide administrative support to the Office Manager, School Operations Coordinator, teachers, and administrative team;
• Attend to sick and injured students;
• Maintain student medical, student early leave, visitor, and parent volunteer logs;
• Update Illuminate with student information and address changes as needed;
• Translate newsletter, letters, and other school related items as needed; and
• Other duties as assigned.

Skills and Qualifications
• 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, translation, and presentation skills in English and Spanish;
• Proficiency in Microsoft Excel, PowerPoint, and Word;
• Proficiency in PowerSchool or another student information system preferred;
• Initiative, leadership, and tenacity;
• Experience in a school setting highly preferred;
• Detail-oriented team player willing to roll up sleeves and get the job done;
• Unquestioned integrity and commitment to the KIPP LA Mission and Community.

TEACHER (all core and elective subjects)

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 environment
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
- Complete and update necessary paperwork to maintain files and student records
- Be available by cell phone (provided by the school) after hours for students’ and families’ questions and concerns until 8:00 pm each night.
- 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 the KIPP Framework for Excellent Teaching
- Perform other duties as assigned

Skills & Qualifications

- Possession of a valid preliminary or clear teaching credential issued by the California Commission on Teacher Credentialing
- Two years of successful teaching experience recommended
- Bachelors Degree from an accredited institution of higher learning
- 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 is desirable

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**SPECIAL EDUCATION COORDINATOR**

The Special Education Coordinator will provide case management, leadership, and professional development to drive the special education program at assigned sites and regional special education team. S/he will ensure compliance to established policies, procedures and/or regulations. S/he will address other duties and processes required to maintain the region’s program of services and compliance for assigned sites. The Coordinator will case manage all IEPs at assigned sites and is responsible for all IEP development, as well as IEP meeting coordination.
and facilitation. S/he will develop related goals, objectives and recommend policies, planning, implementation and working with school staff to meet the needs of students with special needs. S/he will serve as a resource for information regarding special education services, programs and policies and will ensure that procedures are appropriate in relation to policies required by region, district, state and federal regulatory requirements. The Coordinator will analyze data, plan activities, monitor programs/services, respond to others and consult with teachers, administers and KIPP regional staff.

This is a regional position reporting to the Director of Special Education and School Leader(s). The Special Education Coordinator will hold a valid, Level I or Level II Education Specialist (Mild/Moderate) credential

**Essential Functions**

- Maintain knowledge of current Special Education regulations and best practices
- Support general education teachers and administrators to implement appropriate strategies to meet the needs of students with IEPs
- Implement accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time;
- Analyze assessment results to drive instruction and IEP development;
- Develop and assist with appropriate behavior management techniques for students with special needs;
- Coordinate progress report completion in accordance with district guidelines;
- Mentor Resource Specialists at assigned sites;
- Develop IEPs in accordance with federal, state and district standards;
- Create and maintain Special Education documentation as required by federal state and district regulations;
- Manage IEPs in Welligent;
- Work with Coordinator to ensure IEP timeline compliance of assigned caseload;
- Complete weekly KIPP internal reporting documents for assigned sites;
- Administer formal academic assessments;
- Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Occupational Therapy, Language and Speech, etc.);
- Coordinate formal assessments for related services with KIPP providers and outside vendors;
- Schedule and facilitate IEP meetings in a collaborative and professional manner;
- Develop positive relationships with parents and families to engage them in the IEP process;
- Influence the RTI and SST process;
- Provide leadership in special education program at assigned sites;
- Manage and/or assist with the development of 504 plans at assigned sites;
- Develop and provide ongoing professional development for general and special education staff and
administrators;
• Collaborate with LAUSD and DSE to explore the full continuum of services;
• Assist in the preparation of IDR, mediation and due process material; and
• Other duties/projects as assigned.

SCHOOL PSYCHOLOGIST
The School Psychologist provides a full range of school psychological services to children grades K-8 throughout KIPP Los Angeles’ schools. Duties include screening and assessment, individual and group counseling, and work with outside agencies as appropriate. The School Psychologist will also be an integral member of the RtI (Response to Intervention) and SST (Student Study) teams, helping to plan, implement, and monitor these programs at various school sites. Additionally, the school psychologist will 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.

This is a regional position reporting to the Director of Special Education. The School Psychologist will hold a Pupil Personnel Services credential.

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

The Resource Specialist dually reports to the Principal and the Director of Special Education. His/her duties and responsibilities include:

- 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 formal and informal academic assessments
- 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
- Develop IEPs in accordance with federal, state and district standards
- 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
- Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Occupational Therapy, Language and Speech, etc.)
- Coordinate formal assessments for related services with KIPP providers and outside vendors
- Schedule and facilitate IEP meetings in a collaborative and professional manner
- Develop positive relationships with parents and families to engage them in the IEP process
- Influence the RTI process and participate in SST meetings
- Manage and/or assist with the development of 504 plans
- Develop and provide ongoing professional development for general and Special Education staff
- Maintain knowledge of current Special Education regulations and best practices

Skills & Qualifications

- 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 required;
- 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.

SCHOOL COUNSELOR
The School Counselor will provide a full range of school counseling services to students grades K-8 at multiple school sites, including screening and assessments, individual and group counseling, school-wide intervention and prevention and work with or refer to outside agencies as appropriate. The Counselor will work directly with students who experience difficulties in educational achievement due to social and emotional adjustment and/or learning-related challenges. S/he will provide direct clinical and case management services to students (including students with Individualized Education Programs [IEPs]) and parents (as needed), and s/he will provide consultation and facilitate workshops for school site personnel. The Counselor will work to ensure equity and access for students to all available educational resources and will link students to community resources in order to advance opportunities for success. S/he will play a key role in building and maintaining a positive school-wide culture at assigned KIPP sites.

This is a regional position reporting to the Director of Special Education and supported by the School Leader(s). The School Counselor will hold a Pupil Personnel Services credential.

Essential Functions
• Provide advocacy, child welfare, and counseling services to students, especially students with IEPs that have Designated Instructional Service (DIS) counseling goals and needs.
• Support student achievement by preventing students from dropping out, improving their social and emotional adjustment, and adding to their sense of school stability.
• Identify, assess, and provide clinical intervention to students with behavioral, social, or attendance issues for appropriate school-based and community services.
• Possess knowledge of a variety of forms of intervention and prevention models for both individual and
group settings.

- Provide in-home and/or school-based counseling services and on-going case management to targeted students and their families (if necessary).
- Perform consultations with classroom teachers and be a resource for school site personnel on mental health and social/emotional issues that may affect classroom performance.
- Participate in the development of region-wide initiatives and policy and procedure areas related to safety, violence prevention, social and emotional health, and the welfare of students.
- Participate in the development, planning, and implementation of multi-disciplinary and integrated learning support services at the school and regional levels. These services include but are not limited to Student Success Team (SST) and Individualized Education Program (IEP) Team.
- Create and maintain relationships with outside agencies to help foster better learning and support for students and their families.
- Initiate referrals for students (and sometimes families) to appropriate community agencies when their needs are beyond the scope of the school; work cooperatively with these and other agencies on a continuing basis regarding aspects of the student’s problems that may affect school adjustment.
- Provide leadership in facilitating group processes, including consensus building and conflict resolution.
- Provide crisis counseling and referrals for students (as needed).

**SPEECH AND LANGUAGE SERVICE PROVIDER**

The Speech and Language Service Provider (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.

This is a regional position reporting to the Director of Special Education. The Speech and Language Service Provider will hold a Bachelor’s Degree from an accredited institution of higher learning, will have completed or currently be enrolled in a Board-approved speech and language program, and will meet all requirements for a registered Speech and Language Pathology, Speech and Language Pathology Assistant, Clinical Fellowship or Waiver.

- Provide direct treatment to students;
- 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;
• Assist with 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.

IN-HOUSE SUBSTITUTE TEACHER
The In-House Substitute Teacher provides classroom coverage for any teacher who is out of the building for any reason. S/he implements lesson plans provided by the classroom teacher and maintains the behavior expectations and school culture of KIPP Raíces Academy. S/he will:

• Execute lesson plans as directed by the classroom teacher
• Maintain behavior expectations aligned with the school’s behavior policies
• Adhere to school policies, procedures, and deadlines
• Maintain a safe learning environment; and
• Perform other duties as assigned.

Skills and Qualifications
• Possession of a valid preliminary or clear teaching credential issued by the California Commission on Teacher Credentialing
• One year of successful substitute teaching experience recommended
• Bachelors Degree from an accredited institution of higher learning
• 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 is desirable

INSTRUCTIONAL ASSISTANT
The Instructional Assistant will support the classroom teacher to plan, implement, and reflect upon all aspects of instruction in the assigned areas in order to realize the mission of the school. The Instructional Assistant reports to
and is evaluated by the Principal and the Instructional Support Coordinator/Dean. The duties and responsibilities of the Instructional Assistant include:

**Essential Functions**

- Teach the knowledge and skills, nurture the confidence and character, and inspire the passion needed for our students to achieve their goals, live their best lives, and positively impact the world;
- Assist with implementing eight step lesson plans thoroughly and prepare needed materials for an effective lesson consistently;
- Utilize a variety of instructional strategies based on the diverse needs of all the students that engage students;
- Differentiate instruction effectively to meet the individual needs of all the students;
- Support with administering a variety of assessments to measure students’ growth towards goals and to monitor student mastery of the content standards;
- Model and teach the values of KIPP Raíces Academy;
- Participate actively in professional development sessions and assignments;
- Communicate and collaborate professionally with teammates, parents, and community members;
- Reflect on craft to make improvements;
- Complete and update necessary paperwork to maintain files and student records;
- Implement classroom management techniques to create a nurturing and structured classroom environment and structure;
- Maintain high expectations for students academic achievement and conduct;
- Value and draw upon students’ experiences and backgrounds;
- Adhere to school policies, procedures, and deadlines;
- Maintain a safe learning environment; and
- Perform other duties as assigned.

**Skills and Qualification**

- AA degree or at least two years of study at an institution of higher education;
- Maintains positive relationships with students and teachers.
- Demonstrated commitment to students and learning.
- Experience with students grades 5-8.
- Excellent communication and interpersonal skills.
- Strong organization, time management, and follow-up skills.
- 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.
• Articulate, professional demeanor with strong self-confidence and initiative.
• Demonstrated flexibility, creativity, and a resourceful and collaborative working style.
• Possesses a sense of humor.

NOON AIDE
The Noon Aide ensures that lunch and recess at KIPP Raíces run smoothly and safely. S/he reports to the Assistant Principal. The Noon Aide’s duties and responsibilities include:
• Set up lunch area daily, including distributing meals to students (no cooking or food preparation required) and following all required procedures
• Supervise students as they eat and play at recess
• Assist with lunch clean-up
• Uphold all values and rules while supervising students
• Communicate with teachers about students’ behavior

Skills and Qualifications
• Strong organizational and interpersonal skills
• Ability to manage large groups of young children and communicate with them in a nurturing, patient, loving manner
• Unquestioned integrity and commitment to KIPP Raíces Academy and its values

Staff Recruitment
Staff selection is one of the most crucial aspects of the success of KIPP Raíces Academy. The goal of the process will be to find driven candidates and hire staff that have developed cultural competency, have at least two years of successful teaching experience in an under-resourced community, have exemplary student achievement results and are qualified to deliver the proposed instructional program. Also, they must have strong and positive recommendations, evidence of strong connections with students and their families, must be team players, flexible, smart, community service oriented, embody and exemplify the values of the school, and be committed to the vision and mission of KIPP Raíces Academy.

All candidates for teaching positions will undergo a three-step process to ensure they are not only a fit for KIPP Raíces Academy, but also to ensure that KIPP Raíces Academy is a fit for them. The three steps are an initial interview with the Principal or another administrator, an interview with a panel of stakeholders, and a model
lesson which will be observed by stakeholders. In addition, at least three references for each candidate will be contacted.

The panel may be comprised of the Principal, grade level representatives, parents, and community members. In addition, this process will be open to others who will work closely with the candidate. Ideally, the panel will be comprised of a diverse group to gain an insight into the candidate’s perceptions and how they interact and feel about people from different backgrounds than him or her.

In addition to the panel interview, top candidates will conduct a guest lesson on the campus of KIPP Raíces Academy. For non-teaching positions, candidates will complete a writing sample, interview with the Principal, and if needed interview with a panel. In addition, a detailed reference check will also be completed. The final hiring decisions will be made by the School Leader with the exception of the School Operations Coordinator position, hired jointly by the School Leader and the Associate Director of School Operations, and all special education positions, hired jointly by the School Leader and the Director of Special Education.

Sample of questions for teaching candidates:

<table>
<thead>
<tr>
<th>First stage-Interview with the Principal</th>
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<tbody>
<tr>
<td>Writing Sample-Answer the question: What is your educational philosophy? How will you ensure that all of your students are performing at the Proficient or Advanced level in English-Language Arts and Mathematics?</td>
</tr>
<tr>
<td>Resume- Ask any clarifying questions.</td>
</tr>
<tr>
<td>Please tell me about yourself and what has led you to teaching</td>
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<tr>
<td>Why are you interested in working in _____ (name of the community)?</td>
</tr>
<tr>
<td>Why are you interested in working at KIPP Raíces Academy?</td>
</tr>
<tr>
<td>Talk to me about your experience with working with students.</td>
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<tr>
<td>What are your expectations for your students? (If possible focus on grade level position available.)</td>
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<tr>
<td>Describe your classroom management style.</td>
</tr>
<tr>
<td>What is a strength of yours?</td>
</tr>
<tr>
<td>What is an area you are working to improve?</td>
</tr>
<tr>
<td>What has been the greatest success in your life?</td>
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<tr>
<td>How do you feel about standardized tests?</td>
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<tr>
<td>How do you feel about being held accountable to your students’ performance on standardized tests?</td>
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<tr>
<td>What are your thoughts on community service?</td>
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<tr>
<td>Please share your student achievement results.</td>
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<tr>
<td>Have you ever quit anything?</td>
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<tr>
<td>How long are you planning on committing to stay?</td>
</tr>
<tr>
<td>Any questions?</td>
</tr>
</tbody>
</table>
Staff Recruitment Strategies

In order to seek out a diverse pool of the best candidates, a strategic recruitment plan will be implemented. Some of the strategies that will be used are outlined below.

- **KIPP Teach**: The open positions at KIPP Raíces Academy will be posted on KIPP Teach, a national database of all KIPP positions in which interested candidates can apply online. This website is overseen by the KIPP Foundation and is separate and distinct from KIPP LA Schools’/KIPP Raíces Academy’s website.

- **Schools of Education at Loyola Marymount University**: As an alumna of Loyola Marymount, the Principal’s established contacts with faculty can identify target candidates that they believe would be interested in and thrive in a school such as KIPP Raíces Academy.

- **Teach for America**: The Teach for America Office of Career and Civic Opportunities provides many services that assist with finding quality candidates who are mission aligned with KIPP which will be accessed. For example, the office offers a free web-based job posting and sends out a monthly teaching e-mail blast that reaches 17,000 Teach For America corps members and alumni which lists featured job opportunities. A posting for KIPP Raíces Academy will be placed on both of these resources. Further, the office collects resume books, which will be accessed to seek out quality candidates. In addition, the Principal’s established relationship with Teach For America will be used to seek outstanding teachers who are either alumni or are about to complete their corps commitment. KIPP Raíces Academy will also be represented at career fairs and other similar opportunities to find candidates.

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**Second stage of the interview process-Interview with a panel**

**Why KIPP?**

Why do you want to teach in ____ (name of community)?

Based on our vision, mission, and values what do you see as your role and responsibilities as a teacher at KIPP Raíces Academy? Please articulate (What will it look like? How do you plan to do this? How have you demonstrated this in the past?)

What reading strategies will you use to support a child’s literacy development? Please articulate (What will it look like? How do you plan to do this? How have you demonstrated this in the past?)

How will you know if your students are performing at grade level or showing progress? What evidence could you provide to support your conclusions? How would you articulate this to students’ parents?

What are some ways you would get to know your students and their parents? How will you involve parents in their child’s education?

A new student enters your class. The child does not speak English. How would you accommodate for this child’s needs?

Tell us about a particular student of yours and about his/her growth while in your class.

What would you say are your top three character strengths and areas you are working to grow in?

Tell us about an experience you had with a difficult parent and how you handled the situation.

Are you willing to adhere to a strict dress code?
• Established current contacts: The Principal will access the relationships developed during her past eleven years as an educator in Los Angeles in searching out great candidates. The success of her former school has facilitated a wide network of professional contacts.

• KIPP LA Schools: Through building a strong relationship with the existing Los Angeles KIPP schools, the Principal will reach out to the staffs to see if they have any friends or colleagues who are familiar with KIPP who are interested in teaching at the elementary level.

• Word of Mouth: The Principal will continuously ask people with whom she comes into contact throughout the community if they know great teachers or people who may be interested in serving on the classified staff.

• Website: KIPP LA Schools maintains a robust website through which KIPP Raíces Academy has its own page. The school’s mission, goals, and values are posted, along with information on KIPP such as history, network success, and Five Pillars will be included. The job descriptions will be posted as well as contact information and information on how to apply.

• Referrals from current KIPP LA employees: KIPP LA’s teachers often know other high quality teachers, and a high number of teacher hires in recent years have been a result of a referral by a current employee. To encourage referrals, KIPP LA Schools offers incentives for current employees to refer former classmates, colleagues, and friends as prospective teachers at our schools. Referred teachers are encouraged by KIPP LA’s recruitment team to submit an application; those who do go through the same selection process as any non-referred candidate.

**Staff Culture/Cultural Development**

Once a team has been hired that believes in the basic assumptions of KIPP and in the mission and vision of KIPP Raíces Academy, it is essential to build the team that will work together to achieve the school’s goals. KIPP Raíces Academy’s staff comes together for professional development and teambuilding in the weeks leading up to and immediately following summer school every July and August. During the first sessions the Principal will welcome the team and also address the charge that staff is responsible for realizing the mission and vision of the school. These sessions and subsequent sessions that are not focused directly on curriculum and instruction will include all staff members in order to build a strong team. The first day will involve introductions and team building exercises in which the teammates will learn about each other and develop trust. In addition to exercises in which staff learns about each others’ backgrounds and interests, teammates will share why they are at KIPP Raíces Academy and what has driven them to join the team. The mission and vision of the school will be discussed in depth and the
significance of each of their components will be explored, with the Principal sharing the thoughts and processes of their development. Also, the values of the school will be introduced and will lead into a brainstorming session of how we can infuse the values and implement a common language at the school. It will be reinforced that the staff must model the values of the school and must embody and exemplify the values as the school is asking of the children.

The staff will engage in continued professional development sessions. Sessions will focus on the values, school culture, goal setting, standards, curriculum, instruction, and school policies and procedures. Each session may also begin with a team building exercise led by a different team member each session to continue strengthening the team. During this week, the team will begin creating initial assessments and planning. The days will be structured to provide time for teachers to begin setting up their classrooms, a priority of the orientation process.

In order to foster a fulfilling work environment where staff continues to come to work each day prepared to work hard and do what is best for students, it is imperative that the Principal leads by example and remains attuned to the mindset and pulse of the staff as well as individual teachers. Further, the Principal must be responsive to the needs of the staff and be supportive of them. The Principal will consistently check in with staff members and to give praise for things observed, such as strong teaching during a walk-through or witnessing a praiseworthy moment with a student. Further, notes of encouragement and of acknowledgement will be given to the staff which will further boost staff morale.

**Staff Professional Development**

Each Thursday will be an early dismissal day in which the students will dismiss at 2:00pm. On these days, grade level teams will meet for at least one hour to reflect on the week, plan for the upcoming week, analyze student assessments, share ideas for great lessons, and discuss other grade level needs.

Below is a sample grade level agenda:

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 shares something that went well and something they are working to improve. What should be adjusted for next week and next year?
3. **Plan for next week:** English-Language Arts, writing, Math, Science, Our Community time, and homework. Include Daily Vocabulary, Daily Oral Language, and critical thinking skills. Identify which standards you are addressing and be thinking of grade level weaknesses. Share ideas to write and implement great lessons.
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 principal, who will read them, comment upon them, and return them to each team member.

In addition, approximately twice a month staff meetings will be held from 4:00pm-5:00pm on Thursdays following their grade level meetings. Each staff meeting may follow this structure:

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

- **Sharing of Best Practices:** teachers will share best practices based upon strong instructional practices based on needs of the team and strengths seen during classroom observations, these will be led by a different team member each meeting; these are meant to build the teaching capacity of the staff while sharing the strengths of individual teachers with others.

- **Capacity development:** Based upon the needs of the staff and the students, a portion of the staff meeting will be dedicated to enhancing instruction

- **Announcements/Logistics:** Address upcoming events or concerns

- **Shout outs:** Celebration and recognition of team members

While the capacity development topics will be based on the needs of the teachers and students, potential topics include:

- Writing
- Guided reading
- Workshop
- Reading comprehension
- Analyzing data
- Using data to drive instruction
- Differentiated Instruction
- Family Involvement

Staff development will be delivered by the Principal, lead teachers, other faculty, and guests with instructional expertise. In addition, staff development funds, may be used to bring in consultants or vendors to provide specialized services.
In addition, teachers will 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, observations of fellow KIPP Raíces Academy teachers will be planned in order 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 model being life-long learners.

Each week a staff bulletin will be written with a message from the principal, upcoming events, and announcements. A portion of the bulletin may be dedicated to an instructional focus which will be pulled from a resource such as The Skillful Teacher: Building Your Teaching Skills by Jon Saphier, a book that synthesizes the knowledge base on teaching and focuses on critical areas of classroom performance.

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

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

Compensation

Teachers are the core element of KIPP Raíces Academy’s success. It is therefore essential that teachers are supported and well compensated. KIPP Raíces Academy will offer salaries that are competitive with the Los Angeles Unified School District’s wages. Teachers will be compensated additionally for the extra time they teach.
Compensation is determined individually based on teaching experience and education and to the agreement of the
teacher.

It is the belief of KIPP Raíces Academy that teachers are and should be treated as professionals, and as such, are
not hourly employees. In addition to salary, teachers will be offered a competitive benefits package. Salary and
stipends, along with standards of professional conduct, will be outlined in employee agreements.

Staff Evaluation
Staff evaluation is a critical piece to ensuring that the team is delivering the quality instruction that students
deserve. At the beginning of each school year, the KIPP Raíces Academy Principal will have meetings with all
teachers and non-teaching staff to set goals for the year, as well as begin developing an Individual Development
Plan, a document that will change throughout the year as goals are met and new ones are added. This plan will be
created based on the teacher’s goals as well as the goals the Principal identifies.

The Principal will conduct walk-throughs and informal observations multiple times throughout the week. Written
comments will be provided and the Principal may request to meet with the teacher to discuss the lesson and ways
to improve instruction as needed. Further, formal observations will be scheduled on a particular topic in which the
Principal will observe a complete lesson at least two times a year. The Principal will then meet with the teacher to
discuss the reflection and to discuss the mid-year evaluation. The evaluation criteria will be based on the KIPP
Framework for Excellent Teaching. Please see Appendix K for this resource.

Non-teaching staff will be evaluated twice each school year in the fall/winter and spring/summer. A meeting will
be held during the first quarter with each non-teaching employee to discuss personal goals and areas of strength
and growth in the respective position. They will be rated in the core competencies specific to their position at the
school.

All staff evaluations, both instructional and non-instructional, will incorporate feedback from the direct supervisor
as well as a self-evaluation component to be completed by the employee.

Employee Complaints
KIPP LA Schools has a Whistle Blower Policy (see Appendix P). Employees who have work-related concerns or
complaints are encouraged to discuss them with the Principal, the KIPP LA Schools Executive Director, or any other
management representative with whom they feel comfortable. Employees are encouraged to raise their work-
related concerns as soon as possible after the events that cause the concern. KIPP LA Schools will attempt to keep
the employee’s concerns and complaints and any resulting investigation confidential to the extent feasible.
However, in the course of an investigation and/or in resolving the matter, some dissemination of information to
others may be necessary, appropriate, and/or required by law. The process for resolving employee complaints/grievance will involve the employee first presenting the grievance to the Principal, unless the Principal is involved in the complaint/grievance, in which the employee would proceed to the following step of presenting the grievance to the KIPP Los Angeles Schools Executive Director, who will make the final resolution.

**Employee Termination**

In most instances, prior to terminating an employee the Principal will develop a performance improvement plan for the employee in question. In the event that the employee’s performance does not improve in accordance with the plan, his or her employment will be terminated. In all instances, when determining whether an employee should be terminated, the Principal shall consider the following: 1) Is the termination consistent with the employee’s performance appraisals; 2) Was the employee aware of the performance standards, work rules, or other standards for which he or she is to be terminated?; 3) If appropriate, has the employee been provided progressive discipline?; 4) Are there mitigating circumstances which suggest that less drastic action is appropriate?; and 5) Is the proposed termination consistent with the school’s actions in similar circumstances in the past?

**School Management**

The Principal of KIPP Raíces Academy will be responsible for the implementation of all aspects of the KIPP Raíces Academy charter, and for the day-to-day operations and management of the school.

The KIPP Foundation has developed a comprehensive Competency Model for School Leaders. The Competency Model is a leadership development tool that describes the essential qualities, skills, and knowledge that successful KIPP School Leaders must possess. The School Leader Competency Model includes a self-assessment template, sample teacher, student, and parent interview questions and a template for board member feedback. These feedback tools are designed to facilitate a breadth and depth of information on the School Leader’s performance.

**Roles and Responsibilities of Principal**

Reporting to the Executive Director and Chief Academic Officer of KIPP LA Schools, the Principal will coordinate all campus level planning and decision making that will involve the school’s professional staff, parents, and community members in establishing and reviewing the school’s educational plans, goals, performance objectives, and major classroom instructional programs. This structure will allow the Principal, teachers, parents, and the community to make school-based decisions within the boundaries of the decisions and policies set by the Executive Director and Board of Directors of KIPP LA Schools.
The role of the Principal is to implement KIPP’s Five Pillars in the operation of KIPP Raíces Academy and to be responsible for ensuring that overall curricular policy remains aligned to the school’s mission. The Principal will implement the Pillars policy and develop and maintain, with input from teachers, a cohesive kindergarten through fourth grade curriculum. The Principal is also responsible for ensuring that school curriculum addresses state academic standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.

**Maintain Confidentiality of Pupil Records (FERPA)**

KIPP Raíces Academy will maintain the confidentiality of pupil records according to the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA). The Principal will be responsible for compliance with FERPA and will direct the School Operations Coordinator to ensure that the school remains compliant with FERPA. All office staff will be trained in the compliance of FERPA and the process for records requests. The FERPA designee shall store educational records in a central, secured location, access to which is limited to the Principal and designated members of the KIPP Raíces Academy staff.
ELEMENT 6: HEALTH AND SAFETY

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

KIPP Raíces Academy shall adopt and implement a comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- KIPP Raíces Academy will have in place an official emergency plan that conforms to LAUSD’s safety plan. Policies and procedures for responses to disasters and emergencies, including fires, earthquakes, terrorist threats, and other emergencies will be developed and kept on file for review. School staff will be trained each year on the safety procedures outlined in the plan. A sample emergency response plan is included in Appendix L;
- A policy requiring that instructional and administrative staff receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA;
- KIPP Raíces Academy will have the necessary policies and procedures in place relating to the administration of prescription drugs and other medicines;
- A policy establishing KIPP Raíces Academy as a drug, alcohol and tobacco free workplace.
- Among the many health and safety laws that need to be followed is the Healthy Schools Act—California Education Code Section 17608, which details pest management requirements for schools.
- In order to ensure a workplace free of sexual harassment, all KIPP Raíces Academy staff will be trained in the beginning of each school year on the school’s sexual harassment policies and complaint procedures. Please see Appendix M for the KIPP LA Schools Policy Against Harassment;
- Compliance with state laws that require school employees to be mandated reporters in any cases of child abuse and/or neglect; and
- A policy requiring KIPP Raíces Academy to provide screening of students’ vision and hearing and to screen students for scoliosis in accordance with California law.
All certificated and classified staff will be mandated reporters for child abuse. The staff will be trained regarding this responsibility and will be advised to follow all applicable reporting laws.

KIPP Raíces Academy shall ensure that prior to commencement of operations, its facility shall comply with all applicable federal, state, and local laws. KIPP Raíces Academy will maintain complete records documenting said compliance, and will maintain on file copies of all facility inspection records. KIPP LA Schools will manage all aspects of maintenance and operations for KIPP Raíces Academy through contracts with third party vendors.

*Insurance Requirements*

No coverage shall be provided to KIPP Raíces Academy by the District under any of the District’s self-insured programs or commercial insurance policies. KIPP Raíces Academy 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 KIPP Raíces Academy from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be KIPP Raíces Academy’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured 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 KIPP Raíces Academy’s insurance shall be primary despite any conflicting provisions in KIPP Raíces Academy’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect KIPP Raíces Academy 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 KIPP Raíces Academy does not operate a student bus service. If KIPP Raíces Academy provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by KIPP Raíces Academy 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and KIPP Raíces Academy's insurance shall be primary despite any conflicting provisions in KIPP Raíces Academy's policy.

**Evidence of Insurance**

KIPP Raíces Academy shall furnish to the District’s Office 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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

Should KIPP Raíces Academy 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 KIPP Raíces Academy.
Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, KIPP Raíces Academy 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 attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. KIPP Raíces Academy 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 attorney’s 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 KIPP Raíces Academy, and their officers, directors, employees or volunteers. Moreover, KIPP Raíces Academy agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Health, Safety and Emergency Plan

KIPP Raíces Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. KIPP Raíces Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

FERPA

KIPP Raíces Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

KIPP Raíces Academy shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
ELEMENT 7: RACIAL AND ETHNIC BALANCE

Student Recruitment and Outreach Efforts
KIPP Raíces Academy seeks to maintain an enrollment of at least 521 students. The school will also seek to maintain a wait list to ensure maximum enrollment throughout the year.

Recruitment continuously remains a priority to maintain the targeted enrollment throughout the life of the school. The Principal, school staff, Board members, and parents will be encouraged to continuously seek students who are of the age in which they can enter KIPP Raíces Academy and start on the path to and through college.

KIPP Raíces Academy strongly believes students with a variety of life experiences add to the learning experiences of all. Students and families will learn from others how to respect different viewpoints and find commonalities in all people. KIPP Raíces Academy is committed to ensuring that all students and families involved with our recruitment outreach and process are made to feel welcome and respected. The geographic area immediately surrounding the school site in East Los Angeles will be targeted in outreach efforts. According to the most recent School Report Card released by the LAUSD, KIPP Raíces Academy’s student population in 2010-11 was 99% Latino and 1% African-American. The LAUSD’s Court-Ordered Integration Program ethnic goal is 70:30 or 60:40 (this ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW). KIPP Raíces Academy is committed to upholding the District’s ethnic balance goal and the school’s outreach and recruitment efforts described below will support this.

Recruitment materials will be in the language necessary to communicate the message and those conducting outreach and recruitment will speak the languages to communicate with families and community members. Materials that will be utilized will be brochures with information about KIPP Raíces Academy, the mission statement of the school, pictures of KIPP students, information about the KIPP network, and contact information. Please reference Appendix N for a sample student recruitment flyer. In addition, door hangers and mass mailer postcards will be created and distributed throughout the community. More detailed mailings with a letter about the school and articles about KIPP will also be sent out to targeted homes and businesses. Additionally, KIPP LA Schools’/KIPP Raíces Academy’s website includes information about the school’s mission, goals, and values along with additional information on the national KIPP organization. Contact information and information on how to enroll a child are also included on the website.

The KIPP LA Schools regional team will support the recruitment process by aiding in the development of ideas based on successful practices of other KIPP schools. Such practices include:
• Targeting the younger siblings of KIPPsters at KIPP LA’s middle schools, as the families of these students already know the expectations and culture of KIPP and that this model is a match for their family. In addition, lead parents of existing KIPP schools will be asked to reach out to their family and friends in search of students for KIPP Raíces Academy. Parents who are pleased with KIPP schools will provide strong referrals and assurance to other parents of the quality of the school and of the program.

• Local Head Start programs and day care centers in the community will be contacted. By building relationships with the administration and staff at these programs, it is anticipated that they will assist in the recruitment process by talking to the parents about the school, encouraging them to enter the enrollment lottery, allowing advertisements to be posted and given to the parents.

• Local community leaders and businesses will be contacted and relationships established. While building strong relationships will serve many purposes, they will also assist in the recruitment effort, by spreading the word about KIPP Raíces Academy and be willing to post flyers and talk to others about the school.

• Community events, such as fairs, and community organizations, will also be targeted to build relationships and spread the word about the school. Walking the community and being visible is essential so that community members know who the Principal is and her purpose and mission.

• KIPP Raíces Academy will promote the school’s academic results through the media and individualized marketing efforts.

Throughout this process interested parents will receive interest forms for entry into the lottery. It will be essential at this point to be very clear about the goals and expectations of the school. Follow-up meetings will be scheduled and responding to phone calls and e-mails from interested parents will be of the highest priority.

KIPP Raíces Academy strongly believes that students with a variety of life experiences add to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find commonalities in all people.

KIPP Raíces Academy will provide translation services for promotional material and attempt to do so for any person-to-person interaction requiring translation. To supplement its recruiting efforts, the KIPP Raíces Academy will seek to partner with neighborhood associations.
KIPP Raíces Academy will keep on file documentation as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

*Court-ordered Integration*

The 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 Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.*

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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

*No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students*

The District and KIPP Raíces Academy are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). KIPP Raíces Academy agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending KIPP Raíces Academy shall have the right to continue attending KIPP Raíces Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to KIPP Raíces Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

KIPP Raíces Academy will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-
curricular activities at the school. KIPP Raíces Academy will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at KIPP Raíces Academy under the NCLB-PSC program increases in subsequent years, KIPP Raíces Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

*Federal Compliance*
As a recipient of federal funds, including federal Title I, Part A funds, KIPP Raíces Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. KIPP Raíces Academy understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. KIPP Raíces Academy 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 parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent 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 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; and,
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

KIPP Raíces Academy also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.
**ELEMENT 8: ADMISSION REQUIREMENTS**

KIPP Raíces Academy will be a free public school open to all residents of the State of California. KIPP Raíces Academy 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 of the students, parents, or guardians or association with individuals with one or more of the above actual or perceived characteristics. KIPP Raíces Academy will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). KIPP Raíces Academy accepts and understands obligations to comply with all laws establishing minimum age for public school attendance. KIPP Raíces Academy will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

**Open Enrollment**

Open enrollment closes every year on the first Friday of April. If the number of applications to enroll exceeds the capacity of a grade level, a date is set to hold a random selection process (lottery) to assure all applicants an equal chance of gaining admission.

**Lottery**

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 currently enrolled students, defined as one of two or more individuals having one or both parents in common; a brother or sister. Sibling status does not accord preference across KIPP LA schools; and
- Children of KIPP LA employees (as long as that number does not exceed 5% of all interest forms); KIPP LA Regular employees are those who are employed (both Full- or Part-time) with an expectation of an ongoing employment with the school (not temporary or seasonal employment).

The date and time of the lottery is determined each year once it is determined that a lottery is required. The lottery will take place at KIPP Raíces Academy or in a nearby location with a space large enough to ensure all interested parties may observe the lottery. Families who submit interest forms will receive information about the date, time, and location of the lottery from the school’s Office Manager. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. After initial enrollment, a waiting list will be created and maintained and, should vacancies occur, admission will be offered to applicants selected from the waiting list in the order that students’ names were drawn in the lottery. The waiting list expires annually on the last day of school for the current year. Students who attended the school the previous
year that neither withdrew nor were dismissed from the school will be guaranteed a seat the following year. The above process will also be followed to fill vacant seats each year as seats become available due to student attrition. See Appendix O for a sample student interest form and enrollment packet.

**Communication**
Families will be notified about the results of the lottery by the school’s Office Manager within a week of any lottery. Families that entered a student into the lottery will receive a letter sent to the address indicated on the paperwork submitted. The letter will indicate whether the child was accepted or waitlisted, and if waitlisted, the number the child is on the waiting list. For students who were accepted to the school, the letter will include steps the family must take to enroll the child in the school. As spaces become available throughout the school year, families will be notified by phone if their child has been accepted off of the waiting list. These families will have seven school days to submit the enrollment packet and necessary paperwork to enroll their child into the school.

**Records**
The school will keep a record on file documenting the fair execution of the lottery procedures. The school will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the person who pulled the names, the names of students given an available seat, and the names and order of those placed on the waiting list. The information will be maintained for at least three years.

**Refinement of Policies**
Notwithstanding the aforementioned, KIPP Raíces Academy may refine lottery policies and procedures following the first year of operations in accordance with a written policy adopted by the governing board of the school. A copy of the revised policy, designed to improve the school’s lottery efforts, shall be provided to the District within 45 calendar days of approval by the charter school’s governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If the lottery policies and procedures arise to a level that a material revision is required, KIPP Raíces Academy will submit a request for a material revision.

**McKinney-Vento Homeless Assistance Act**
The Charter School will 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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
ELEMENT 9: FINANCIAL AUDITS

KIPP LA Schools Board of Directors has a separate Audit Committee, whose responsibility it is to annually oversee the selection of an independent auditor who has experience in education finance, and the completion of an annual audit of KIPP Raíces Academy and KIPP LA Schools’ financial books and records. This audit will be conducted in accordance with Generally Accepted Accounting Principles and the Audit Guide for Charter Schools, and will verify the accuracy of KIPP Raíces Academy’s financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget. KIPP Raíces Academy will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school will also make available the receivable and disbursement files.

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 School division, and to other entities as required by law.

KIPP LA Schools’ Audit Committee will review any audit exceptions or deficiencies and report recommendations to the full Board as to how these have been, or will be, resolved. KIPP LA Schools’ Board will act upon these recommendations, and report its actions to Los Angeles Unified School District.

Any audit exception or deficiency shall be resolved to the satisfaction of LAUSD.

*District Oversight Costs
The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves
Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

*Special Education Revenue Adjustment/Payment for Services
In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property
taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the 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*

KIPP Raíces Academy/KIPP LA Schools agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit KIPP Raíces Academy’s 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 school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

KIPP Raíces Academy and KIPP LA Schools 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 KIPP Raíces Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

KIPP Raíces Academy will develop and maintain internal fiscal control policies governing all financial activities.
Reports

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 Financial Statements – November following the end of the fiscal year (also to State Controller, LACOE, and County Superintendent of Schools).
g. Classification Report – monthly the Monday after close of the last day of the school month
h. Statistical Report – monthly the Friday after the last day of the school month. In addition:
   • P1, first week of January
   • P2, first week of April
i. Bell Schedule – annually by November
j. Other reports as requested by the District
ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

Student discipline
Throughout the country, KIPP schools have been extremely successful in the teaching and overseeing of appropriate student behavior. From the initial setting of expectations (such as with the Commitment to Excellence and an introductory summer session) through the schools’ consistent reinforcement of student standards, KIPP students are constantly acculturated to values and expectations. KIPP Raíces Academy will create a school environment in which 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, KIPP Raíces Academy will ensure that student conduct supports student learning by, among other things, a “Daily Choices” sheet that will document student decisions in relation to the values of the school within the classroom. If a student does not uphold these values, this choice will be identified so that it can be addressed. In addition, positive examples of student conduct that supports the values will be noted. This sheet will be sent home daily and must return signed by parent/guardian the following day. The “Daily Choices” sheet will be used throughout the school, but may be grade level tailored. Positive behavior is also acknowledged through the public recognition of students who have embodied positive behavior. If a student repeatedly does not uphold the values or commits an act deemed possibly worthy of suspension, the student will be sent to the office with a discipline referral documenting the behavior.

By utilizing a range of progressive disciplinary options, KIPP Raíces Academy will curtail misconduct before there is a need for more serious sanctions. 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 Principal to meet with an individual student to discuss misconduct and to determine appropriate consequences

• Written apology for misconduct

• A “Daily Choices” sheet that documents in real time student decisions in relation to the values of the school. 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

The Principal or a designee will handle all discipline referrals and based on the severity of the action, will respond fairly and appropriately. The Principal or the designee will document on the discipline 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 Principal or designee.

The school’s Student Suspension and Expulsion Policy will promote learning and protect the safety and well being of all students at the school. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The administration of KIPP Raíces Academy will ensure that students and their parents/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.

Corporal punishment shall not 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 KIPP Raíces Academy does not limit the rights of KIPP Raíces Academy 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.
Statutory Grounds for Suspension and expulsion

Students will be subject to discipline for misconduct occurring a) 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.

Enumerated Offenses. The following acts are identified in the California Code of Education as grounds for student suspension and expulsion:

- Physical Injury: Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) A violation can require notification to police.

- Weapons, Explosives, Dangerous Objects: Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal. (Ed. Code 48900(b)) Notification to police may be required.

- Controlled Substances/Alcohol: Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed. Code 48900(c)) Notification to police may be required.

- Substances in Lieu of Controlled Substances: Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed. Code 48900(d)) Notification to police may be required.

- Robbery or Extortion: Committed or attempted to commit robbery or act of extortion. (Ed. Code 48900(e)) Notification to police may be required.

- Damage to Property: Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police may be required.
• Theft of Property: Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police may be required.

• Tobacco: Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed. Code 48900(h))

• Obscenity/Profanity: Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed. Code 48900(i))

• Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed. Code 48900(j)) Notification to police may be required.

• Disruption/Defiance: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed. Code 48900(k))

• Received Stolen Property: Knowingly received stolen school property or private property. (Ed. Code 48900(l)) Notification to police may be required.

• Imitation Firearm: Possession of an imitation firearm. (Ed. Code 48900(m)) (An “Imitation Firearm” is a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed. Code 48900(m)). Notification to police may be required.

• Sexual Assault/Sexual Battery (Included in Actions Requiring Mandatory Expulsion, Ed Code 48915(c) and below): Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed. Code 48900(n)) Notification to police required for students in grades 4-12. (The definition of sexual assault includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.) Sexual battery is the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4)). See also, Ed. Code 48915(c) triggering mandatory expulsion procedures in the event of such a violation.
• Sexual Harassment: Committed sexual harassment (Ed. Code 48900.2), meaning an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one’s academic performance or to create an intimidating, hostile or offensive educational environment. “Sexual harassment” must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2, and only students in grades 4-12 are subject to suspension for sexual harassment.

• Hate Violence: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed. Code 48900.3) Notification to police required for students in grades K-12. (The definition of hate violence is the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual’s “race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.”)

• Intentional Harassment: Created a hostile educational environment (Ed. Code 48900.4) (The definition of intentional harassment is the engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment).

• Terrorist Threats Against School Officials and/or Property: Committed a terrorist threat against school officials, school property or both (Ed. Code 48900.7) (The definition of a terrorist threat includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in: death; great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety, his or her immediate family’s safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family. Notification to police may be required.

**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.). Expulsion for a violation of subsections (a) – (e) is permitted based upon the recommendation of the Principal and a finding by the KIPP LA board at an expulsion hearing (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 with the Executive Director or Principal has made a recommendation based on a finding that one of these enumerated offenses was committed, and there is a finding by the board (or a properly empowered 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).

**Additional Offenses identified by statute**

- **Electronic Signaling Device:** Pursuant to Ed. Code 48901.5, KIPP Raíces Academy forbids the possession of electronic signaling device, including cell phones and pagers while on school grounds, while attending school sponsored activities, or while under the supervision and control of school employees.

- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed. Code 48900(o)) Pursuant to Ed. Code 48900, a violation could provide grounds for suspension.

- **Soma:** Offering, selling or negotiating to sell the prescription drug Soma. Ed. Code 48900(p).

- **Hazing:** It is a violation to engage in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed. Code 48900(q) and 32050-32052). Hazing includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any pupil or other person attending KIPP Raíces Academy. (Hazing shall not include customary athletic events or other similar contests or competitions. No student, or other person in attendance at KIPP Raíces Academy shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause
bodily danger, physical harm, or personal degradation or resulting in physical or mental harm to any fellow student or person attending KIPP Raíces Academy.

- Pursuant to Ed. Code 48900, a violation could provide grounds for suspension.

- Bullying: Ed. Code 48900(r) prohibits acts of bullying that are directed specifically toward a student or school personnel, including bullying by means of an electronic act (“cyber bullying”).

- Vandalism/Malicious Mischief: Prohibited conduct includes defacing, damaging or destroying any school property including, books, supplies of all kinds, equipment, buildings and grounds. Parents can be held financially liable for damages up to $10,000 and can also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code (Ed. Code 48904).

**Student Conduct requiring Expulsion**

Category I – Mandatory Expulsion: Under the mandatory provisions of Education Code 48915(c) and (d), a student who has committed one or more of the following acts must be immediately suspended and recommended for expulsion, and the KIPP Los Angeles board must act on this recommendation:

- Possessing, selling or otherwise furnishing a firearm when a KIPP Raíces Academy employee verified firearm possession
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault or committing sexual battery
- Possession of an explosive

Category II – Mandatory Recommendation for Expulsion: Under the provisions of Education Code 48915(a)(1) – (5) and 48915(b), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless there is a finding that expulsion would be inappropriate under the circumstances:

- 48915(a)(1): Causing serious physical injury to another person, except in self-defense
- 48915(a)(2): Possession of any knife or other dangerous object of no reasonable use to the student
- 48915(a)(3): Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
- 48915(a)(4): Robbery or extortion;
• 48915(a)(5): Assault or battery upon a school employee.

If there is a recommendation for expulsion based on a violation of the offenses identified in Ed. Code 48915(a)(1)-(5), the governing board or its designated committee 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 governing board or its designated committee shall decide within three school days of the hearing whether or not to approve the recommendation to expel.

**Procedures governing student suspension or expulsion**

(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. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law.

**Procedures in cases potentially involving suspension**

Step One: The Principal, designee or teacher investigates the incident and determines whether or not it potentially merits suspension. Searches: In order to investigate an incident, or where there is reasonable suspicion, a student’s attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a Principal/Principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shall be confiscated and turned over to the police.

Step Two: Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the Principal and student, in which the student shall be informed of the reason for the suspension, the evidence against him, and be given the opportunity to present his or her defense. At the time of any suspension conference, the School will make a reasonable effort to contact the student’s parent/guardian in person or by telephone.

Step Three: The Principal determines if a suspension is to be imposed and, if so, the appropriate length (up to five school days). In the event that a teacher suspends a student, the teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible.
Step Four: A Notice of Suspension Form is prepared for the student and parents with the specific offense committed and the date of return. A copy of this form is also sent to the KIPP Los Angeles office and placed in the student’s cumulative file at the school. Arrangements are made for interim educational assignments, including missed school and homework, to be available for pick-up at the school during the duration of the suspension.

Step Five: The Principal determines whether the offense warrants a report to law enforcement authorities. California law requires that KIPP Los Angeles report certain offenses to law enforcement authorities (Ed. Code 48902). In such cases, the appropriate law enforcement agencies will be notified. In addition to the offenses listed under “Grounds for Suspension and Expulsion” that require a police report, school personnel may be required, by law, to file a report to the police or a legal agency as follows:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury. (Ed. Code 48902)
- A non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school-applied first aid. (Penal Code 11166)
- A non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to police or a child protection agency. (Penal Code 11166)
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. (Penal Code 11166)
- An attack or assault on, or the menacing of, any school employee by a student. (Ed. Code 44014)
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c))
- Acts of school misconduct in violation of court imposed conditions on probation. (Ed. Code 48267)
- Truancy of any student under court ordered mandatory attendance.

Step Six: The Principal or a designee informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student may be suspended other than for use and possession of tobacco products. The information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to the school (Ed. Code 49079).
Appeals Process: A student or the student’s parents/guardians may appeal an out-of-school suspension that is imposed upon a student for his/her school related offenses. An appeal in writing may be made to KIPP Los Angeles and directed to the Executive Director. Such appeals shall be resolved with a written response within fifteen (15) school days. After appeal at the KIPP Los Angeles administrative level, if further review is desired, the appeal may be extended to the KIPP Los Angeles board of directors for resolution with a written response within 20 school days which may necessitate a special board meeting depending on the board’s calendar of meetings. Any Principal or other school personnel involved with the recommendation of suspension may shall not participate in any vote by the governing board concerning such an appeal. If an appeal is denied, the parent may place a written rebuttal to the decision in the student’s file. As addressed in Ed Code 48903(a), the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year or 10 schooldays for students with IEPs, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

**Procedures in cases potentially involving Expulsion:**

Definition: Expulsion is the involuntary removal of a student from all schools and programs of KIPP Los Angeles 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 there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student’s presence causes a continuing danger to other students. Final action is only taken by vote of the KIPP Los Angeles Board of Directors or a specially designated committee thereof.

Step One. In the event that a student is recommended for expulsion from KIPP Raíces Academy by the Executive Director or his/her designee, the School shall promptly provide written notice to the student and parents / guardians of the rights and responsibilities enumerated in Education Code section 48918, including the basis for a recommendation to expel, the right to a public hearing, as well as the date, time and location of such a hearing.

Step Two: The School’s notification shall include a statement of facts supporting the recommendation to expel, including the substance of any witness statements. These papers may also include a record of student attendance and grades and a record of previous infractions.

Step Three: The expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardian request a postponement, Likewise, the hearing shall not be held less than ten days following the written notification of due process rights unless the student and family/guardian waive their rights to ten days’ notice.
Step Four: An expulsion hearing is held before a designated subcommittee of the KIPP Los Angeles board of directors. In connection with such a hearing, no Principal or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the governing board or designated committee thereof. 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.

Step Five: 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.

Step Six: Within three school days after the hearing, the KIPP Los Angeles board designated subcommittee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no Principal or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the governing board or designated committee thereof. Any decision to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the board. Any decision to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing. In the case of expulsion, the parent/guardian will enroll the student in another school and KIPP Raíces Academy shall immediately notify the Charter Schools Division of the Los Angeles Unified School District of the expulsion and shall provide the District with a copy of the cumulative record of the pupil, including a transcript of grades or report cards, and health information. Parents have the right to appeal expulsions to the full board of KIPP LA. A parent must submit an appeal within 10 days of being informed of the expulsion decision by the board’s subcommittee.

The designated subcommittee of the KIPP Los Angeles board, upon voting to expel a pupil, may suspend the

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11 The Student Disciplinary Procedures Committee is currently comprised of the following members: Reginald Greene, School Leader, KIPP Philosophers Academy; Angella Martinez, Chief Academic Officer, KIPP LA Schools; Amber Young Medina, Principal, KIPP Raíces Academy; Tiffany Moore, School Leader, KIPP Scholar Academy; Frank Reddick, Chair, KIPP LA School Board of Directors; and Chelsea Wiener, Dean, KIPP Raíces Academy.
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 a school, class, or program that is deemed appropriate 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 Los Angeles board’s determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917) KIPP LA will hold a readmission hearing to potentially lift the expulsion at the end of the term of the expulsion.

**Procedures in cases involving a Suspension pending a Hearing to Expel**

As set forth in Education Code section 48911(g), a suspension may, under certain circumstances, be extended if a hearing to expel or impose a semester-long suspension on the student is being processed by the governing board. However, such an extension is only permissible if the Executive Director or her/his designee has determined, following a meeting with the student (to which the parents have been invited to participate) that the ongoing presence of the student at the school would: (a) cause a danger to persons or property; or (b) threaten to disrupt the instructional process.

**District Required Language**

KIPP Raíces Academy shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

KIPP Raíces Academy shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

KIPP Raíces Academy shall be responsible for the appropriate interim placement of students during and pending the completion of KIPP Raíces Academy’s student expulsion process.

KIPP Raíces Academy will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter School will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, KIPP Raíces Academy shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

KIPP Raíces Academy shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.
If a student is expelled from KIPP Raíces Academy, KIPP Raíces Academy shall forward student records upon request of the receiving school district in a timely fashion. KIPP Raíces Academy shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were being followed
- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion 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; and
- if the Student is eligible for Special Education, KIPP Raíces Academy must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, KIPP Raíces Academy must provide evidence that it convened 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 the KIPP Raíces Academy’s failure to implement 504 Plan?

Outcome Data

KIPP Raíces Academy shall maintain all data involving 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 KIPP Raíces Academy shall be given a rehabilitation plan upon expulsion as developed by KIPP LA Schools’ 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 reapply to the KIPP Raíces Academy for readmission.

Readmission

KIPP Raíces Academy’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, KIPP Raíces Academy’s governing board shall readmit the pupil, unless KIPP Raíces Academy’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

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

Special Education Students

In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, KIPP Raíces Academy will ensure that it follows the 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 KIPP Raíces Academy an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, KIPP Raíces Academy’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 KIPP Raíces Academy’s failure to implement 504?

Gun Free Schools Act

KIPP Raíces Academy shall comply with the federal Gun Free Schools Act.
ELEMENT 11: RETIREMENT PROGRAMS & STAFF ISSUES
KIPP Raíces Academy will participate in Social Security and a 401K plan. KIPP Raíces Academy will not participate in STRS. Positions to be covered by Social Security and a 401K include all full-time certificated teaching and non-certificated positions. KIPP LA Schools Director of Human Capital will be responsible for ensuring that appropriate and timely arrangements for coverage have been made. KIPP Raíces Academy 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 working conditions and items, i.e., calendars, holidays, vacations, work day and year on an annual basis and communicate this to KIPP LA staff.

ELEMENT 12: ATTENDANCE ALTERNATIVES
Pupils who choose not to attend KIPP Raíces Academy may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13: EMPLOYEE RIGHTS
Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

ELEMENT 14: DISPUTE RESOLUTION
Disputes Within KIPP LA Schools, KIPP Raíces Academy, or Between KIPP LA Schools and KIPP Raíces Academy, or Between KIPP LA Schools and LAUSD
The staff and governing board members of KIPP Raíces Academy agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and KIPP Raíces Academy, 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 KIPP Raíces Academy shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM 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 shall be addressed as follows:

To Charter School: KIPP Raíces Academy

       c/o School Director 668 S. Atlantic Blvd.

       Los Angeles, CA 90022

To Director of Charter Schools: 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 attorney’s 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: EMPLOYER STATUS & COLLECTIVE BARGAINING

KIPP Raíces Academy is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

As such, KIPP Raíces Academy will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from the Los Angeles Unified School District for bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an at-will basis.

In the event of the school closing, employees of KIPP Raíces Academy will no longer be employees of KIPP LA Schools; however, they will be eligible for consideration for employment at other KIPP schools in the Los Angeles area.

ELEMENT 16: SCHOOL CLOSURE PROCEDURES

Revocation

The District may revoke the charter if KIPP Raíces Academy 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 School Act of 1992. The District may revoke the charter of KIPP Raíces Academy if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

- KIPP Raíces Academy committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- KIPP Raíces Academy failed to meet or pursue any of the pupil outcomes identified in the charter.
- KIPP Raíces Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- KIPP Raíces Academy violated any provision of law.
Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify KIPP Raíces Academy in writing of the specific violation, and give KIPP Raíces Academy 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.

*Closure Action*

The decision to close KIPP Raíces Academy either by the KIPP LA Schools governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

*Closure Procedures*

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of KIPP Raíces Academy will be issued by KIPP Raíces Academy within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by KIPP Raíces Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by KIPP Raíces Academy by registered mail within 72 hours of the decision to Closure Action. KIPP Raíces Academy
shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. KIPP Raíces Academy shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by KIPP Raíces Academy by registered mail within 72 hours of the decision to Closure Action. KIPP Raíces Academy shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

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

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at
the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

**School and Student Records Retention and Transfer**

KIPP Raíces Academy shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original 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 at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The 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. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

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

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.
KIPP Raíces Academy 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.

The financial closeout audit of the Charter School will be paid for by KIPP Raíces Academy. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred KIPP Raíces Academy will be the responsibility of KIPP Raíces Academy and not LAUSD. KIPP Raíces Academy understands and acknowledges that KIPP Raíces Academy will cover the outstanding debts or liabilities of KIPP Raíces Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source KIPP Raíces Academy 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 KIPP Raíces Academy participates, and other categorical funds will be returned to the source of funds.

KIPP Raíces Academy shall ensure the completion and filing of any annual reports required. This includes:

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 the 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal 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. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

   a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the KIPP LA Schools Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The KIPP LA Schools 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.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

   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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
   c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the 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 KIPP Raíces Academy’s right to operate as a Charter School or cause KIPP Raíces Academy to cease operation. KIPP Raíces Academy and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have 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.

*Facilities

**District-Owned Facilities:** If KIPP Raíces Academy is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, KIPP Raíces Academy shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition KIPP Raíces Academy will occupy and use any LAUSD facilities, KIPP Raíces Academy shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. KIPP Raíces Academy agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent KIPP Raíces Academy from conducting its educational programs. If KIPP Raíces Academy will share the use of LAUSD facilities with other LAUSD user groups, KIPP Raíces Academy agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills). The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** KIPP Raíces Academy will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to KIPP
Raíces Academy.

· Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to KIPP Raíces Academy for use. KIPP Raíces Academy, 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 LAUSD facilities by any person or entity other than KIPP Raíces Academy shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

· Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
  (i) Pro Rata Share. LAUSD shall collect and KIPP Raíces Academy shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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, KIPP Raíces Academy shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or KIPP Raíces Academy’s legal or equitable interest created by the use agreement.

· Maintenance & Operations Services. In the event LAUSD agrees to allow KIPP Raíces Academy to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by KIPP Raíces Academy.
  (i) Co-Location. If KIPP Raíces Academy is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and KIPP Raíces Academy 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 KIPP Raíces Academy is a sole occupant of LAUSD facilities, LAUSD shall allow the KIPP Raíces Academy, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and KIPP Raíces Academy 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, KIPP Raíces Academy shall satisfy those requirements to participate in LAUSD’s property insurance or, if KIPP Raíces Academy is the sole occupant of LAUSD facilities, obtain and
maintain separate property insurance for the LAUSD facilities. KIPP Raíces Academy shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF KIPP Raíces Academy is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.