KIPP MIDDLE SCHOOL #5
CHARTER PETITION

Submitted to the Los Angeles Unified School District
June 7, 2011
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ELEMENT 1 THE EDUCATIONAL PROGRAM

The address of KIPP Middle School #5 is to be determined.
The phone number of KIPP Middle School #5 is to be determined.
The contact person for KIPP Middle School #5 is Rachelle Minix.
The number of rooms at KIPP Middle School #5 is to be determined.
The grade configuration is fifth through eighth grade.
The number of students in the first year will be no more than 130.
The grade level of the students the first year will be fifth grade.
The scheduled opening date of KIPP Middle School #5 is August 13, 2012.
The term of this charter shall be from August 2012 to June 2017.

The admission requirements include: KIPP Middle School #5 will be a free public school open to all residents of the State of California. KIPP Middle School #5 will not discriminate on the basis of race, ethnicity, religion, gender, 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 Middle School #5 will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). KIPP Middle School #5 accepts and understands obligations to comply with all laws establishing minimum age for public school attendance.

Except as provided in paragraph [2], admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

The operational capacity will be no more than 575.


The bell schedule for KIPP Middle School #5 will be: 7:00-7:30 AM Breakfast; 7:30 AM - 3:00 PM Regular Instruction; 3:00-5:00 PM Supplemental Instruction.

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

**School Mission**

The mission of KIPP Middle School #5 is to provide an excellent education that attends to every single child and gives each child the opportunity to explore, advance, and succeed so that they will thrive as leaders, thinkers, change agents, and compassionate human beings at school, in their families, in their communities, and in the world.

KIPP Middle School #5 will serve approximately 400-450 middle school students with the goal of strengthening the character and academic skills needed for underserved students in Los Angeles to excel in competitive high schools and colleges and assume positions of responsibility and excellence. KIPP Middle School #5 will begin with fifth grade and add a grade level each year until the school reaches capacity at eighth grade.

Central to the school’s mission is the belief that all students can succeed in the most rigorous college environments when provided with a disciplined commitment to academics, extended time for learning, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. Therefore, a college preparatory ethos drives all aspects of the school, from the educational program to the allocation of resources and daily scheduling.

The core of our mission is to provide our middle school students with academic skills in a college prep environment. Academic learning at KIPP Middle School #5 follows a California standards-based continuum. Teachers design yearlong pacing guides focused on teaching grade-level power standards to mastery by the end of the third quarter. Data drives instruction at every step. Intervention and accelerated groups are used to ensure all students are challenged and supported in individual learning levels.

Our mission supports the notion that schooling should develop the character and self-identity of students. KIPP Middle School #5 will design a curriculum that cultivates character traits and teaches the school
values strategically along a 5-8 developmental curriculum. Activities and experiences are planned to systematically teach our four school values- TEAMWORK, RESILIENCE, INTEGRITY, and RESPECT. Teachers and students draw upon our school values independently and exemplify them in times of success and challenge. Our staff will establish operating norms anchored in our values and focused on staying student-focused. Our students will have the courage to ask for help and to help one another, and they will honor themselves and their classmates at all times by maintaining appropriate school and learning behavior.

As a school, we will give students experiences that ignite their curiosity, heighten their critical thinking and problem solving, and provide access to opportunities available to their middle-class peers. Beginning in fifth grade, each grade will visit at least one college campus annually to make college a tangible place and goal in our students’ minds. These experiences and others aim to level the playing field and enrich our students’ lives.

**School Vision**

Central to the school’s vision is the belief that every child is unique and deserves a school that recognizes, celebrates and fosters individuality within the strength and support of a strong team. While our team is focused on the collective goal of getting each child to and through college, we commit to maximizing their strengths and talents and helping each child to realize their full potential as world citizens. Supported by a team atmosphere, KIPPsters will strengthen their academic skills, intellectual habits and personal character in order to successfully compete in high school, college, and in life. KIPP Middle School #5’s team will be relentless in doing whatever it takes – making no excuses and taking no shortcuts—to ensure a high-quality education for every single child.

**Academic Vision:**

KIPPsters exiting in 8th grade will have academic skills comparable to children attending any of the highest-performing schools in Los Angeles. There will be no achievement gap between them and their peers from wealthy neighborhoods. They will leave KIPP Middle School #5 with the skills and mindsets to compete with children anywhere in their pursuit of success in high school and college as well as the broader world beyond.

KIPP Middle School #5’s vision also recognizes that reading and writing are foundational skills necessary for success in school, in work, and in life. Literacy instruction will be a focus across the curriculum - permeating every subject and multi-disciplinary project. Students will learn to learn; they will learn to study; they will be capable, excited readers and skilled writers.

**Character Vision:**
KIPPsters will embody the resilience that will allow them to fearlessly face and overcome inevitable challenges in school and in life. They will have an understanding of self, knowing how to leverage their strengths and having the confidence to advocate for their needs and wants. They will be good teammates, understanding that their unique skills, thoughts and talents can and should make a hugely positive impact in their schools, families, communities and the globalized world. While shaping their own opinions and character and expanding their understanding of their role in a broader world, KIPPsters will demonstrate compassion and respect for various beliefs and people. Students will embody the belief that integrity is truly demonstrated when the appropriate, just and moral decision is made even when no one is looking. KIPPsters will have the tenacity and honor to make the right decisions in the face of opposition or pressure.

**Student Vision**

By choosing KIPP, students make a commitment to excellence with themselves, their parents, teachers, and fellow students. KIPPsters (what we call our students) believe that there are no shortcuts and no excuses. KIPPsters love KIPP because they know that their parents, teachers, school leaders, and classmates are all working together to help them reach their full potential.

At KIPP, we use the motto 'team beats individual.' Being a KIPPster means being a part of a team and family within the school and also within the overall KIPP network of schools. KIPPsters have a host of resources available to them to help them reach the top, including dedicated teachers available after hours via cell phone, high school and college placement counselors, alumni support services, extended school days, Saturday school, class field trips, and many extracurriculars.

**School Values**

Our Core Values—teamwork, resilience, integrity, and respect—support KIPP Middle School #5’s mission and vision and guide the character development of our students. These core values are an integral part of our program design; we weave them into our classrooms, lessons, habits and actions.

**Core Values:**

1. **Teamwork**
   Everything and everyone is connected. Our individual strengths are bolstered by our cooperation with others and commitment to the true sense of ‘team’.

2. **Resilience**
   The courage and fearlessness to work hard, overcome challenges, and to always put forth maximum effort in all that we do.

3. **Integrity**
   The nerve to do and fight for what is just, moral and appropriate...always.

4. **Respect**
   Respect the ideas, feelings and space of others and hold high personal expectations at all times.
KIPP Middle School #5 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.

The KIPP Foundation
KIPP Middle School #5’s founding partnership is with the KIPP (Knowledge is Power Program) Foundation and KIPP LA Schools. The KIPP Foundation is a national, non-profit organization that trains educators to open and run high-performing public charter schools. There are currently 99 KIPP schools operating in 22 states and Washington D.C. serving approximately 28,000 students.

KIPP began in 1994 when Mike Feinberg and Dave Levin completed their two-year teaching 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 School, 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 Dave Levin in the South Bronx in 1995, and KIPP Academy Houston was founded by Mike Feinberg as one of Houston’s first public charter schools. Both schools grew to become the highest performing middle schools (fifth through eighth grade) 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. Eighty percent of KIPP students are low-income, and 90 percent are African American or Latino. Nationally, more than 90 percent of KIPP middle school students have gone on to college-preparatory high schools, and more than 80 percent 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 Principalship determines school performance. Thus the KIPP Principalship 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 Principals/School Leaders through the Fisher Fellowship that provides rigorous training, practice and support. (Please see Appendix A for information on the KIPP Principalship Program.) While many of KIPP’s practices are replicated in schools across the country, only a successful graduate of the Fisher Fellowship is permitted to found a new KIPP school. The Fisher Fellowship provides a Fisher Fellow with
a paid stipend and with intensive training and highly individualized support to develop in the following competency areas: Driving Results, Managing People, Building Relationships, Instructional Leadership, and Operational Management.

During the KIPP Principalship Program, Fisher Fellows complete four key training components that are vital to starting a KIPP school: the KIPP Principalship Institute, Residencies (at both KIPP schools and high-performing schools outside of the KIPP network), KIPP Principalship Intersessions, and School Start-Up Period.

**KIPP Principalship Institute:** The five-week KIPP Principalship Institute, conducted at New York University, provides Fisher Fellows with the essential organizational, instructional, and operational leadership skills most relevant to opening and operating successful KIPP schools. Institute course work takes place during the summer and is led by professors from top business schools 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:** Fisher 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 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 key school roles, learning through hands-on training by assisting Principals, teachers, office managers, development directors, counselors and other staff. Residencies are punctuated by local, regional, and national training events customized to each Fellow’s learning 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.

**KIPP Principalship Intersessions:** Fisher Fellows participate in four Principalship Intercessions during the course of the Fisher Fellowship. During these Intersessions, the KIPP Foundation invites facilitators and/or organizations such as The New Teacher Project and Research for Better Teaching to provide additional training geared towards the instructional, operational, and organizational management of a school.

**School Start-Up Period:** After the Institute and Residencies, all Fisher Fellows return 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, meeting with parent advisory groups, building community partnerships, collaborating with the fundraising team, and designing professional development workshops.
During the critical first two years of school operations, it is essential to establish a strong school culture and obtain outstanding academic results. To ensure success, KIPP Middle School #5 will receive support from its parent organization, KIPP LA Schools. In 2008, KIPP LA Schools received a $12 million ten-year pledge from The Broad Foundation to help cover some new schools costs and to launch a School Support Center (SSC) to provide back office services to our schools. With the SSC assuming some of the key operational duties previously performed by the Principals, those leaders will be able to focus on the most important aspect of their jobs: instructional leadership and school culture visioning.

The SSC structure enables KIPP schools to maximize their academic achievement and operational capacity. Specifically, existing as a collective region benefits our schools in the following ways:

- By providing operational, financial, fundraising, advocacy, legal, professional and leadership development, vendor management, data analysis, and facilities services, the SSC relieves Principals of key operational duties and thereby allows them to focus on instructional leadership and student achievement.
- A combined, single KIPP LA organization is better able to strengthen its brand and promote awareness of KIPP in Los Angeles, improve its recruiting efforts and human capital programs, and facilitate fundraising and outreach opportunities.
- As the school base grows, the SSC will work closely with Principals to foster continuous improvement in KIPP LA’s academic programs, by facilitating knowledge-sharing, region-wide professional development, data analysis, and accountability standards.

During its first year of operation, every new KIPP LA charter school undergoes an intensive school inspection using KIPP’s evaluation protocol. Designed collaboratively with SchoolWorks, these inspections add an additional layer of accountability along with the District and state. The purpose of these inspections is to determine each school’s success in implementing KIPP’s Five Pillars and fulfillment of 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. The KIPP SchoolWorks Quality Review (SQR) answers key questions by collecting evidence from student achievement data, school documents, interviews, and classroom observations. The evidence is collected and analyzed by a team of qualified educators over the course of several days in a school.

The criteria for the SQR specifically address the following domains of effective practice:

**Student Attainment**
- Absolute student performance
- Student performance growth

**Teaching and Learning**
- Curriculum
- Instruction and student engagement
• Ongoing assessment
• Classroom management

Governance and Leadership
• Governance
• School management
• Organizational leadership
• Instructional leadership

Learning Community
• Mission, vision, and values
• School climate and culture
• Professional culture
• Student culture
• Continuous process for improvement

The final products of the SQR are a verbal report on the last day of the visit and a subsequent written report. Both reports focus on priority strengths that should be celebrated and priority areas for improvement that must be addressed to better serve students Please see Appendix F for a sample New School Review Evaluation.

KIPP’s Track Record of Success
KIPP Middle School #5 is modeled after successful KIPP schools that are in operation in low-income urban and rural neighborhoods across the country. More than 90% of KIPP’s students are from minority groups and more than 80% receive free or reduced meals through the federal school lunch program. KIPP makes no excuses based on race, gender, socioeconomic status, or disability. By outperforming elite schools in their respective cities, 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 middle schools offering supplemental school hours and days, often from 7:30 AM– 6:00 PM during the week and additional weeks during the summer, KIPP schools provide more time for high impact teaching and learning. Many students enter KIPP well below grade level. After a short time at KIPP, these same students are performing at extremely high levels.

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

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.

Figure 1.1 below shows that the average KIPP student starts fifth grade at the 45th percentile in mathematics and the 33rd percentile in reading. After three years in KIPP, these same students are performing at the 80th percentile in mathematics and the 57th percentile in reading. These results show that the longer hours, excellent teachers, and a structured learning environment are producing significant academic gains and putting students on the path to college. KIPP has achieved exceptional results with some of the most underserved students nationwide.

Figure 1.1: KIPP Middle School Student Growth

Based upon 2010 API scores, KIPP LA Prep is the second highest performing middle school in all of LAUSD with an API of 877 and KIPP Academy of Opportunity outperformed its neighboring middle schools earning an API of 803. 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 LA Prep, KIPP Academy of Opportunity and other similar middle schools in the District.

Figure 1.2
KIPP’s Five Pillars
KIPP Middle School #5 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’s Five Pillars, the core operating principles that all KIPP schools share, will drive KIPP Middle School #5 and are as follows:

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 Middle School #5 will establish a college-ready culture in which clear, rigorous goals are set for both the academic achievement and conduct of our elementary students. KIPP Middle School #5 staff is hired only when they demonstrate they believe all students can and will learn. They need to possess the drive and determination to do whatever is necessary to support student success. All students are expected to be prepared each day to work hard, be nice and make decisions to positively impact themselves and their community.

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 Middle School #5 nor is any employee required to work at the school. After thoroughly explaining the expectations and goals of the school, KIPP Middle School #5 parents, students, and staff will sign a Commitment to Excellence form, in which the responsibilities, requirements, and expectations of each stakeholder are detailed. It is essential that all students, parents, and staff understand why the extra time and the rigorous program are essential for student success. Please see Appendix D for a sample of the Commitment to Excellence form.

More Time. KIPP schools know 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 Middle School #5 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 Middle School #5 will offer a supplemented day from 7:00 AM until 5:00 PM or possibly 6:00pm (7:00AM – 7:30AM: Breakfast; 7:30AM – 3:00PM: Instructional Day; and 3:00PM – 5:00 or 6:00PM: Supplemental Instruction) in order to better prepare students through additional instruction and interventions. The supplemented day allows time to teach subjects such as science, social studies, art, music, Spanish and physical education in addition to focusing on English language arts and math. Summer school sessions are offered to reinforce school values, character traits 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 Principals. They have control over their school budgets and personnel. They are free to swiftly 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 Middle School #5 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. KIPP Middle School #5 students will take start-of-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 Middle School #5 will consistently monitor all students’ mastery of the California content 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. Data will be analyzed and will inform and drive instruction. End-of-year assessments, including 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 middle school years are crucial years and that the choices students make during these years will help set them on a path for success. KIPP Middle School #5 will create a supportive, rigorous and personalized learning environment with a focus on college-readiness for approximately 430 fifth through eighth grade students.
KIPP Middle School #5 projected student enrollment:

<table>
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<th></th>
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As a public school, KIPP Middle School #5 will be tuition-free and will admit any middle school-age student regardless of ethnic, socioeconomic, or religious background. KIPP Middle School #5 will work in tandem with parents, community members, and the Los Angeles Unified School District to realize the mission of the school. Although the middle school will be open to any student, KIPP Middle School #5 will target academically underserved students in Los Angeles.

KIPP Middle School #5 will not wait for motivated middle school-age students and families to come to the school; rather, the staff participate in active outreach and recruitment efforts, going door-to-door to homes, community centers, salons and grocery stores, in order to seek out parents and families who might not otherwise become aware of this opportunity for their children.

**Demographic Information for Prospective Site**

As KIPP schools strive to serve students in primarily under-resourced low-income communities, KIPP Middle School #5 will be established in a community with demographic information that indicates significant need. Currently, KIPP Middle School #5 is looking at prospective sites in and around the Southeast Cities community. The final location of this elementary school will be determined in large part by facilities. If LAUSD facilities are used during the term of this charter, KIPP Middle School #5 shall abide by all LAUSD policies relating to Maintenance and Operations Services.

Below are charts identifying the demographic information in the prospective sites and targeted student population:
<table>
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<tr>
<th>LAUSD Schools</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met School-wide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
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<td>CHARTER SCHOOLS</td>
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<td>API State Ranking</td>
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<td>% Students Eligible for Free/Reduced Lunch</td>
<td>% of Special Ed Students</td>
<td>% of ELL Students</td>
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<td>20%</td>
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**Typical Day**

It’s Tuesday morning and KIPP Middle School #5’s students are beginning to arrive in carpools or accompanied hand-in-hand by a parent or patient older sibling who has made the neighborhood walk to school. It is only 7 a.m., but the students are bright-eyed, prepared with their school materials, dressed for success in their green, khaki, and black uniform, and excited to get their official greeting from the principal as they enter the breakfast area. Nearly all of the students qualify for free or reduced price lunch, and thanks to the healthy foods catering, each child receives nutritious, balanced meals that help prepare their minds and bodies for success. Parent volunteers and a rotation of teachers help organize the breakfast area so that each child eats, cleans up, and feels recognized by an adult before beginning the school day.

At 7:27 a.m. the students enter the building; while the students are well-behaved, they are not robotic – they demonstrate discipline and respect while also sharing a smile or laugh with friends and teachers. The brightly painted halls are adorned with college-related graphics and memorabilia, school-spirited posters, children’s classwork, artwork, and inspirational sayings, and they cheerfully greet and encourage the students on their way to class.

By 7:30 a.m. students are lined up outside their homeroom and are entering the class with a high-five or handshake from their lead teacher. Routines have been firmly established for homeroom in order to maximize the effectiveness of the twenty-minute class. Students sit in their assigned seat and quietly place their assigned homework folder and necessary materials on the desk. On this day, students watch a brief student news clip projected from the classroom’s laptop/LCD while the appointed student homework monitors circulate the room and, using the standard homework log, record homework completion for each student. At the end of the news clip, the teacher generates a class discussion that requires students to think critically, make connections between themselves and the world, speak confidently, and respect one another while sharing ideas – even in this short class, instruction is aligned to 5th Grade California Standards including oral language expression and listening comprehension.

During the three-minute transition between homeroom and reading, the reading teacher (formerly the homeroom teacher) greets the class and, in chorus, the class greets her as she uncovers the day’s agenda and displays the day’s jumpstart (warm-up). At 7:53, students are actively engaged in completing the jumpstart in their assigned notebook for reading. In order to help keep the class organized, students’ notebooks are constructed with tabs that mimic the flow of the class’ routine (jumpstart, spelling, reading records, student thesaurus/dictionary (vocabulary), cool-downs (exit slips), and self-monitoring logs), so a brief scan around the room will show all students working from the correct place in their notebooks and referring back to their notes to help them, if necessary. The teacher seamlessly flows in and out of the desks checking on student progress and quietly offering support or encouragement.

After a review of the jumpstart, the students break into their strategically established “teams” for a rotation activity. On this day, the teacher is using task rotation centers to help students review learned
concepts, promote collaborative practice, and to give the teacher an opportunity to do individual reading records with each child in the course of the hour. Because students are used to movement in the classroom and are well aware and versed in the classroom rules and expectations for learning, there is little time lost in rotation. Each student is given a “passport” which records the activities they have completed at each rotation station. Depending on the color (or name of their team), different folders correspond to each station’s activity that allow for optimal differentiation, while still addressing the California 5th ELA standards. Each activity is specifically designed to gauge students’ independent ability to analyze the structural features of text, discern main ideas and supporting details, draw inferences and conclusions, as well as distinguish facts from opinions – all critical skills in reading comprehension and the standards of focus during the quarter. With two minutes of class remaining, each child takes out his or her notebook and records his or her reading record in the designated self-monitoring log.

At 8:34, the students have entered the writing teacher’s room and one can hear the chorus of greeting from the students. The teacher immediately puts up the jumpstart and students, now working from their writing notebooks, are actively working on the assignment. Through the support of professional development, this teacher uses an amalgam of research-based programs to inform his instruction. While the students are very capable, bright boys and girls, many of them have entered the 5th grade well behind grade level in writing conventions and fluency, so this teacher has showed that remediation and rigor can go hand-in-hand by building basic skills and concepts while also supporting their writing to the multi-paragraph level for both narrative and expository compositions. The Writing teacher, like all other KIPP teachers, collaborates across the KIPP LA network to construct a framework for Writing and ELA instruction based on the state’s standards and coordinates daily lessons to ensure that each child is prepared for both bi-weekly standards-based assessments and quarterly common assessments.

By 10:39, the students have entered their humanities class which begins as all the others - regardless of the subject matter or the fashion in which the essential components are actualized, each class must have a jumpstart (warm up and review of standards), guided practice, independent practice, a cool-down (exit or review activity), and a self-monitoring check for progress. The vibrancy of the classroom and the charisma and knowledgeable practice of each teacher combines for highly engaging, interactive, productive class periods. At KIPP Middle School #5, no minute is lost in the pursuit of educational excellence. Because of the dynamic nature of the learning process, classroom instruction is both rigorous and fun. At the same time, teachers must act like diagnosticians who run daily experiments in the classroom, record data and observations, and manipulate teacher and classroom variables to maximize students' learning experiences and outcomes. When visitors walk into a class, students continue to work and it is immediately clear how the small chunk of the lesson that one observes relates to the posted standards and learning objective (as well as to the official weekly lesson plan that is easily accessible in the back of the room).

On this day, universities are dismissed from lunch either to World Language or Technology class. Each university takes one of these courses for a semester before switching. Although in some schools
these classes would be deemed electives, at KIPP #5 they are considered integral to the students’ progress in and access to a globalized, technologically-advanced world. Both the language and technology classes provide students an integrated opportunity to demonstrate learning, creativity, and communication. Instructional techniques mimic the format of all other subjects taught at KIPP MS#5 and stretch students to think critically and solve problems, all while building skills and competencies that are necessary in today’s society and in schools of higher education.

At 3:00, the regular instructional day ends, and students transition back to their homeroom to be with their lead teacher and university classroom for the beginning of the supplemental program. Because the teachers plan collaboratively and create weekly lesson plans, stations are set up around the room for students to work in quiet, collaborative groups on different homework assignments. Students who are behind or struggle, who have missed school, or who desire the extra support work in a semi-circle table with the teacher. Those students who prefer to work completely independently are able to do so during this time.

By 4:00 p.m., teachers have already checked students’ homework folders and planners and all students are packed up and ready for enrichment classes. The excited energy in the room is a clear testament to the value and relevance of the enrichment classes. Both by cultivating the human capital on campus and by coordinating with volunteer organizations, students were able to sign up for a variety of activities. The last hour of the day allows students access to a rich variety of experiences and instruction not typically provided during the school day. While many students would complain about being at school until 5pm, you do not see an unhappy face while walking through the classes inside and outside of the building. Instead, you see the proud, satisfied smiles of children who really are learning and loving to learn.

By 5:00 p.m., the administrator is helping to organize the dismissal by closing the doors on carpool and waving goodbye to those who walk home. As the administration handles the dismissal, teachers ensure that the rooms are prepared for the next day’s lessons and all the adults leave to get the necessary rest to do this all over again the next day!

**Becoming a 21st Century Educated Person**

Implementing the highest-quality instructional program is paramount to KIPP’s track record of success. At Middle School #3, high-quality instruction is 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.

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement
as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement.\textsuperscript{1} While the quality of instruction cannot be emphasized enough, it is also important that schools focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them. Tony Wagner, a researcher from Harvard University has done just that. Through interviews with senior executives and college admissions counselors, he determined what the seven survival skills are for workforce readiness. Therefore, to truly prepare our students to become 21st century educated persons, we must focus on these seven skills. They are:

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

These seven survival skills for becoming 21st century educated persons are composed of both academic skills and character skills, which is why KIPP schools have always been founded with a dual purpose of cultivating both sets of skills. In the words of David Levin, founder of KIPP Academy New York, “the experiences of KIPP Academy New York and KIPP Academy Houston have taught us that academics without character are useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives.” By teaching academic and character skills in tandem, KIPP Middle School #5 will develop self-motivated, competent, lifelong 21st century educated persons.

**How Learning Best Occurs**

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 Middle School #5’s approach to high quality instruction:

1. **Quality Instruction is Standards-Based.** KIPP Middle School #5 has correlated its curriculum objectives to the state content standards adopted by the California State Board of Education. 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 Data-Driven.** All instructional decisions at KIPP Middle School #5 are anchored in student data. Teachers begin by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers identify formal and informal ways to collect data about student understanding; teachers use this data to adjust scaffolds, pacing and student grouping. Teachers analyze student data during grade-level meetings and professional development to inform practice. The Principal uses student data to drive observations, feedback and teacher development.

3. **Quality Instruction is Differentiated.** Students process material in a variety of ways. Thus, teachers at KIPP Middle School #5 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 Culturally Relevant and Responsive to Students.** KIPP Middle School #5 combines California’s rigorous content standards with the pedagogies that have proven successful in established KIPP schools. While it is important that teachers ensure students are mastering content standards, it is vital for teachers to create a learning environment as well as provide students with opportunities to learn skills and content in meaningful ways, KIPP Middle School #5 defines culture as a necessary dimension towards academic achievement. Therefore, it is incumbent upon the staff KIPP Middle School #5 to truly understand the cultural values, beliefs, customs, and ideas of the students that attend their school. By doing so, teachers can make informed decisions about how to help students connect what they are learning to what they already know. Culturally relevant pedagogy also seeks to build a positive self-concept within students by valuing a student’s background, at KIPP Middle School #5, a culturally responsive curriculum will also students to better understand their place within their community and how realizing their goals and dreams will impact and support the community they live in.

**Instructional Program**
KIPP Middle School #5 offers a rigorous 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 through engaging in authentic work. Beyond the focus of students performing at or above grade-level in reading and
mathematics, KIPP Middle School #5 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 Middle School #5 is the California Content Standards and mastery of these 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 lesson plans to include the following components:

- Target Students
- Hook/Motivation
- Learning Objective
- Language Objective
- Vocabulary
- Instruction
- Guided Practice
- Check(s) for Understanding
- Independent Practice
- Evaluation/Closure

Please see Appendix G for a sample lesson plan template.

When planning, KIPP Middle School #5 teachers will think of how their instruction will meet the individual needs of 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 others they will use collaborative learning groups.

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

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).

**Selected Instructional Programs**
The selected instructional programs may include:
Each of these instructional programs was selected due to its comprehensive nature and correlation to the California Content Standards. Each program includes teaching approaches to differentiate instruction, to meet the needs of English Language Learners, and to push identified Gifted and Talented students. Each program has been created by reputable publishers with a record of successful implementation with the student population KIPP Middle School #5 will serve.

Curriculum, materials, and instructional activities will be selected through the input of the teachers on each grade level during grade level meetings. Grade level chairs 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.

KIPP Middle School #5 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 standards will guide the decision-making and instruction. For example, the teachers may elect to introduce a standard earlier in the year than it is introduced in a particular textbook or curriculum, in order to ensure the students have more time to master the standard. KIPP Middle School #5 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.

**Scope and Sequence**
KIPP Middle School #5 use a content-based scope and sequences to guide standards-based pacing guides. Please see Appendix B for a sample grade-level scope and sequences for English-Language Arts, Mathematics, Science, and Social Studies. 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.

**Supplemental Materials**
In addition to the selected instructional programs, teachers will use a variety of supplemental materials and frameworks to reinforce and enhance mastery of the content standards. These supplemental materials may include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>McMillan/Mcgraw Hill, California Treasures, standards-based novels, Write Source</td>
</tr>
<tr>
<td>Math</td>
<td>California Math, McDougal Litell</td>
</tr>
<tr>
<td>Science</td>
<td>Harcourt, Holt</td>
</tr>
<tr>
<td>Social Studies</td>
<td>History Alive!</td>
</tr>
</tbody>
</table>
• Morning Work: Teachers create daily worksheets focusing on math and English-Language Arts that are completed while students eat breakfast.
• Daily Oral Language: Students correct and review sentences daily in order to increase their punctuation, capitalization, usage, and writing skills. Additionally, this daily practice develops their proofreading skills.
• Southern California Writing Project: Teachers utilize resources collected from collaborative university-school program that improves student writing and the teaching of writing in the classroom.
• High-Interest Reading: Narratives and expository texts that attract students through engaging information.
• Thinking Maps: Task-specific graphic organizers that help students learn more effectively and efficiently.

**English Language Arts**

The English-Language Arts program provides a challenging and rewarding curriculum that is literature-based, culturally diverse, and intellectually stimulating. A significant emphasis is placed on developing reading and writing skills. Students work collaboratively to guide each other’s understanding of texts, novels, media and other sources. Students leave KIPP Middle School #5 with a mastery of the language arts skills that will be required of them in the highly selective high schools and colleges they later attend.

Although individual teachers define and hone each specific curriculum, the fundamental elements of reading comprehension, writing, listening, speaking, and presentation are all covered in each English-Language Arts classroom. Students learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students work together to revise, edit, and present papers and other presentations.

In order to address the individual needs of students, KIPP Middle School #5 uses the following approaches to its ELA instruction. The components of the reading program are:

• **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 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
• **Independent Reading:** There is a time set aside each day for independent reading using a book selected by the student according to their independent reading level.
Writing
Writing effectively is an essential skill all students must have to realize the school’s mission thus a separate writing time is allocated on certain days. During this time teachers use various approaches to develop students’ writing skills. Authentic literature paired with Write Source, an instructional program selected for KIPP Middle School #5 use in grades five through eight, is supplemented with a variety of articles and other selections that enhance the program. In addition to Write Source, KIPP Middle School #5 supplements their writing curriculum with the 6+1 Traits of Writing approach in grades five and six and the Fountas & Pinnel workshop model in grades seven and eight. Approaches include:

- Grammar: Students learn to apply standard rules of punctuation, capitalization, and English language grammar.
- Guided writing: Students work with the teacher collaboratively to create a piece in order to develop and enhance their writing skills.
- Independent Writing: Students write in their journals daily on a particular topic. There is an emphasis on self-reflection and self-correction of writing pieces.

In each unit the students focus on a different genre. Within the genre units, the teachers teach the students the 6+1 Traits of Writing: organization, sentence fluency, voice, ideas, word choice, conventions, and presentation. Only two traits are focused on per month as the teachers go through the writing process with the students. The purpose is to address all the traits thoroughly by the end of the first semester. At the end of each unit, the students complete a significant writing piece which contributes to their writing portfolio.

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 textbooks, primary sources, and materials; and in math textbooks and word problems. Writing will be stressed in various types of reports, science labs, and explanations of math processes. This cross-curricular approach gives students the opportunity to understand that the skills of reading and writing are not limited to English-language arts.

Mathematics
The math curriculum at KIPP Middle School #5 is designed to ensure that every student gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at rigorous levels. KIPP Middle School #5 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 students’ needs.

KIPP Middle School #5 students will benefit from the daily classroom instruction that balances direct instruction with cooperative learning opportunities. The math program draws from a variety of resources, including textbooks, critical thinking activities, and math manipulatives. Fundamentals of each math strand which include number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning.

KIPP Middle School #5 will use California Math for fifth and sixth grades and McDougall Litell for the upper grades. These textbooks and the accompanying curriculum are tools mastering the California Content Standards in Mathematics. The texts serve as a base from which the teachers build their 8-step lesson plans.

In order to address the individual needs of students, KIPP Middle School #5 supplements math instruction with critical thinking and problem solving strategies. These strategies assist in developing a deeper understanding of math concepts and higher order thinking skills. Math skills will be utilized and reinforced in various content area; for example, when student study volume and mass in their science class. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited to math class.

**Science**

Establishing a strong foundation in science enables students to critically observe their surroundings and develop critical thinking and analytical skills. KIPP Middle School #5 will use Holt and Harcourt developed textbooks for a hands-on, inquiry-based approach to science serving as a tool for ensuring master of the California Content Standards in Science. The teaching staff will use these texts as a base to create standards-based lesson plans. Based on assessment data, the teachers may elect to modify the pacing or supplement the curriculum as needed.

Science instruction utilizes a textbook based approach in combination with exploration through investigations, experiments, and viewing media clips that bring certain topics to life for the students. The science instruction across the grade levels is organized to best facilitate the students’ mastery of their grade level content standards in each of the following content strands: physical sciences, life sciences, earth sciences, and investigation and experimentation. seventh grade, and physical science in the eighth grade. In accordance with KIPP Middle School #5 #3’s accelerated pace, students also gain a strong
foundation in Biology that will enable them to be placed in Honors or accelerated Biology classes in high school. A broad, multicultural history of science component spans the entire curriculum, as does skills development, a study of the impact of humans on the environment, and a reinforcement of math and technology skills.

**Social Studies**

In order to become 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. During their time at KIPP Middle School #5, the students develop their historical and social sciences analysis skills through developing the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, point of view, and historical interpretation. Lesson plans will be developed with an eye towards mastery of the California Content Standards in Social Studies.

Social studies instruction utilizes a textbook-based approach combined with exploration using realia, primary and secondary resources, as well as watching media clips that bring certain topics to life for the students. Students have the opportunity to conduct research and seek resources to deepen their knowledge based on a particular topic. Based on assessment data, the teachers may elect to modify the pacing or supplement the chosen curriculum as needed. The teachers work collaboratively to order the curriculum for connections to be made across the disciplines.

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

- Fifth grade: United States: The Making of a Nation
- Sixth grade: Ancient World: Ancient Civilizations
- Seventh grade: Medieval History
- Eighth grade: United States History: Growth and Conflict

**Non-Core Areas of Instruction**

**ARTS AND MUSIC**

KIPP Middle School #5 believes that it is not enough for students to only master California Content Standards in their core subject areas; the school must develop and educate the whole child. To this end, by the time KIPP Middle School #5 serves all grades 5-8, it will offer a robust arts and music education program to grow the innate talents of students. Instruction is organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills are woven into these “elective” classes.
TECHNOLOGY

Excelling in technology is an essential skill for a 21st century learner. As such, students will begin to develop their technological skills in the fifth grade and they will continue to grow in their mastery of the 2007 ISTE National Educational Technology Standards (NETS) and Performance Indicators for Students during their time at KIPP Middle School #5. At the fifth and sixth grade level, students focus on basic skills using a typing program and attain a basic application of Microsoft Office Suite. Using the scope and sequence of ISTE National Educational Technology Standards (NETS), teachers will work to develop unit plans and lesson plans that follow this framework.

In grades seven and eight students use technology for developing presentations, Word documents, and other skills that complement the core content instruction. Technology, will not be a stand-alone activity, rather teachers will develop technology lessons following the KIPP Middle School #5 technology scope and sequence to support different subject areas.

PHYSICAL EDUCATION

Physical education classes develops the students’ motor skills while promoting the good health habits that will have a positive effect on students’ well-being. In addition, students develop sportsmanship and teamwork skills.

The program is organized in accordance with the California content standards in Physical Education at each grade level, following these overarching standards:

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

WORLD LANGUAGE
KIPP Middle School #5 believes we should educate students who are equipped linguistically and culturally to communicate and thrive in their community and abroad. By the time the school serves grades 5-8, KIPP Middle School #5 will provide students with instruction in several world languages and literacy on a rotational basis.

Our World Language program is based upon a set of principles about language education. These tenets are based on language education research and are supported by experience:

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

**Instructional Day**
More time is central to the success of KIPP MIDDLE SCHOOL #5. Students attend school Tuesday through Thursday from 7:30 AM - 3:00 PM daily with supplemental time from 3:00 - 5:00 PM. On Mondays, students have a shortened schedule and are released earlier so teachers can engage in professional development and collaboration. KIPP Middle School #5 also dismisses early on Friday afternoons with no supplemental instruction.

Students also participate in supplementary Saturday school and summer school programs. The additional time enables KIPP MIDDLE SCHOOL #5 students to achieve remarkable academic and social progress. KIPP MIDDLE SCHOOL #5 assures that it will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5.

Below is a sample schedule for grades 5-8. KIPP MIDDLE SCHOOL #5 recognizes that in fifth and sixth grade, the main focus of instruction is remediation instruction in order for students to achieve grade-level performance. The weekly schedule can also be found in Appendix E.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7:00-7:30</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
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<tr>
<td>7:35-7:55</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Team and Family Time</td>
</tr>
<tr>
<td>8:00-9:15</td>
<td>Math (8:00-9:08)</td>
<td>English Language Arts</td>
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<td>Subject</td>
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</tr>
<tr>
<td>10:36</td>
<td>Science</td>
<td>11:54</td>
<td>Lunch/Recess</td>
<td>12:27</td>
<td>Lunch/Recess</td>
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<td></td>
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<td></td>
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<tr>
<td>1:45-3:00</td>
<td>Early Dismissal for Teacher Professional Development</td>
<td>3:00-3:10</td>
<td>Nutrition</td>
<td>3:10-4:00</td>
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</tr>
<tr>
<td>3:00</td>
<td>Study Hall/ Homework Help</td>
<td>4:00</td>
<td>Enrichment</td>
<td>5:00</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Academic Calendar**

The KIPP Middle School #5 school year is similar to a traditional single-track calendar with 180 instructional days for all students and a 10-day supplemental Summer School session. The first day of the 2012-2013 school year will be September 4th and the last day of academic year will be June 21st. The annual instructional minutes set forth in Education Code 46201.2 are: students in grades 4-8 receive at minimum 52,457 minutes.

Our students receive:

**Supplemental Instruction** for 22,500 minutes per year

- 10 Summer School days from approximately 8:00AM - 1:00 PM totaling 255 supplemental instructional minutes/day
- 131 School Days with 7:30AM - 8:00AM and 3:00PM-5:00PM supplemental instruction totaling 90 minutes/day

**Instruction** for 59,655 minutes per year

- 49 Early Dismissal (either parent conferences or Monday PD days) from 8:00AM – 1:00PM totaling 255 instructional minutes/day
- 131 Regular School Days from 8:00AM – 3:00 PM totaling 360 instructional minutes/day

Additionally, the KIPP Middle School #5 academic calendar includes: 17 Pupil-Free Days for teacher development; 34 Professional Development Days when students are dismissed at 1:00pm; and 10 Parent
Conference Days when students are also dismissed at 1:00pm. Please see Appendix C for the school year calendar.

**English Language Learners**

KIPP Middle School #5 will comply with all federal, state, and judicial mandates for English Learners. Given the demographics of the Los Angeles Unified School District, KIPP Middle School #5 expects that a significant number of its students will be classified as English Language Learners. The school is dedicated to providing these students with an exceptional education and transitioning them into English Proficiency through the use of the school’s services and teaching methods. All students who are identified as English Language Learners will take the California English Language Development Test (CELDT) each year by the end of October. The school also recognizes the importance of valuing students’ native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum, enrichment programs, and life-skills curriculum.

Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Middle School #5 will implement a comprehensive structured immersion program, in every mainstream classroom, for its ELL students. It is the goal of KIPP Middle School #5 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 Middle School #5 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 Language Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English; however, there may be times when primary language support will be provided to students. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum as well as providing structured, explicit language instruction. Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of students. These strategies are also effective for English only students, as they implement strong teaching techniques. When teaching using SDAIE strategies, teachers will organize the subject matter so that it is grade level appropriate and cognitively demanding in the core curriculum. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with
nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction. Teachers will use the California English Language Development standards along with a forms and functions matrix, and an adapted model of Susana Dutro’s framework for a focused approach on language development to design lessons that build academic language—both vocabulary and structure, provide fluency or language practice, and push students towards appropriately rigorous language outputs.

In addition to the structured English immersion modifications teachers make in their mainstream classes within KIPP Middle School #5’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 Middle School #5 are:

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

KIPP Middle School #5 seeks to hire faculty who have received CLAD (Cross-Cultural Language Acquisition Design) training.

Beyond using the CELDT to monitor students English Language development, KIPP Middle School #5 staff will use the English Language Content 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 Language Learners who are not progressing through the English language development levels. To further support students who are not
progressing through the English language development levels, the following instructional strategies may be used to support these students in gaining higher levels of English proficiency:

- Workshop focused on English Language development skills such as vocabulary development, oral language skills, comprehension skills
- Small group work to lower the affective filter and target specific areas of growth
- Using Instructional Assistants to target specific needs
- Increasing collaborative time to increase the amount of interaction spoken in English
- Pre-teaching content vocabulary and frontloading concepts
- Echo reading and choral reading
- Focusing on the development of Cognitive Academic Language Proficiency (CALP) beyond Basic Interpersonal Communicative Skills (BICS)
- Offering at-home development support
- Tutoring
- Using technology for literacy support that has proven successful with English Language 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 LA shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

I. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810 of the Education Code:
   - CELDT scores of 4 or 5 in three or more skill areas. The CELDT overall score of 4 or 5 is required as a minimum score for re-designation.

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 proficient or higher in English Language Arts. 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 LA in accordance with criteria set by the school district should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CST for English Language Arts and whether it is reasonable to reclassify the student.

III. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery:
- KIPP LA teachers will use student academic performance in core subject areas to inform the reclassification process.
- KIPP LA teachers understand and note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.
- For 6th-8th Grade only: a grade of B or better in English Language Arts is required for reclassification.

IV. Parental opinion and consultation:
- KIPP LA will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- KIPP LA will provide an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.

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

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

**Socioeconomically Disadvantaged Students**
As all of the schools in the KIPP network seek to serve a population comprised in most part of students who are socioeconomically disadvantaged, so too will the structure and programs of KIPP Middle School #5. The school's program is designed to meet the needs of students with this designation and have been created based upon the successful practices currently implemented at KIPP schools across the nation who serve students with similar backgrounds to those KIPP Middle School #5 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 Middle School #5 believes in high expectations for each of its students regardless of background.
KIPP Middle School #5 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 families to create supportive learning environments at home and increase literacy experiences
- Flexibility in meeting times with families
- Workshop time to support students based on their needs
- Taking home books to ensure students are reading at home
- Focusing on the development of phonemic awareness
- Implementing an asset model
- Providing opportunities for technology, physical education, art and music instruction
- Field trips and college visits
- Tutoring and homework support
- Incorporating technology such as video to build experiences
- Targeting the interests and personal connections of the learners
- Using Instructional Assistants and/or Apprentice Teachers to target specific needs
- Offering service learning to extend experiences and develop the sense of reciprocity
- Counseling services
- Parent workshops on topics such as nutrition and ways to support learning at home
- Meals provided for students

**Gifted and Talented Students**

As all students are challenged to reach their intellectual potential within the instructional program, KIPP Middle School #5 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 push those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil’s capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of
gifted and talented students. Examples of instructional models that may be employed with gifted and talented students at KIPP Middle School #5 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 workshop time, as well as differentiated choices for gifted and talented students throughout the day to support them in continual growth. All students at KIPP Middle School #5 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 Middle School #5 may utilize to support students achieving below grade level include:

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

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

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

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

**Special Education Program**

Prior to Los Angeles Unified School District (“LAUSD”) Governing Board approval, KIPP Middle School #5 will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and KIPP Middle School #5 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special education Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s MCD requirements.
District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding ("MOU") by and between the LAUSD and the charter school (if considered a Local Educational Agency ("LEA") regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

**Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most Charter Schools are not currently utilizing the District’s current SIS, the MCD requires all Charter Schools to implement the use of ISIS once it is developed.

**Staff Recruitment**

Staff selection is one of the most crucial aspects of the founding and growth of KIPP Middle School #5. 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 Middle School #5.

All candidates for teaching positions will undergo a four-step process to ensure they are not only a fit for KIPP Middle School #5, but also to ensure that KIPP Middle School #5 is a fit for them. The four steps are an online application, a submission of written materials, a phone interview, and an in-person interview day, which consists of a panel interview with KIPP Middle School #5 stakeholders and a model teaching observation. In addition, at least two references for each candidate will be contacted. The Principal will make all the final hiring decisions for the instructional staff of the school.

Before the school opens the panel may be comprised of the Founding Principal, staff from existing Los Angeles KIPP schools, community members, and trusted colleagues. The second year and beyond, the panel may be comprised of the Founding Principal, grade level chairs, 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.

As teaching candidates will not be able to teach a model lesson at KIPP Middle School #5 before the school opens, the Founding Principal will visit the candidate’s classroom to observe. In cases where the Principal is unable to visit an out of state classroom, for example a candidate who lives out of state, a candidate may submit a video. For non-teaching positions, candidates will complete an online application.
and pre-interview questions before moving forward to interview with the Principal, and if needed interview with a panel. In addition, a detailed reference check will also be completed. The Principal will make all final hiring decisions for the non-instructional staff and will make a joint hire of the School Operations Coordinator in conjunction with KIPP LA Schools.

Sample of questions for teaching candidates:

**Phone Interview:**

- Project yourself into the future as a teacher at KIPP Middle School #5. What kind of problems do you anticipate having with students (must be specific). What might you do with a student who_____? That’s an idea, but if that doesn’t work… what might you do next? *(Try to elicit at least 3 alternatives.)* How often do teachers have to think like this- ie. what do I do next… once in a while, once a month, once a week, every day or many times a day?
- Can you give me a generalization/principle/rule about education in which you believe? *ie. all children can learn, whatever it takes, etc.* If you were observed teaching, what might you be doing to demonstrate your belief in this generalization/principle/rule? If you were to come into my room, and I was…, what might you generalize my belief to be from my teaching behaviors?
- What is your philosophy about the role families play in the classroom, in the school community and at home?
- What does the term “at-risk student” mean to you? What do you think causes a student to be at risk? Given what you say the causes are, what do you perceive to be the solutions?
- Give me an example of a time when you set a goal and were able to meet or achieve it. What did you do to achieve the goal?
- Tell me about a time you were on pace to meet a goal and there were unexpected obstacles. How did you proceed?
- Tell me about a difficult decision you made in the last year.

**In-Person Interview**

- How do you involve students’ families in your classroom?
- Tell us about a time when you and a colleague had differing viewpoints, but came to a resolve by putting students’ best interests first.
- What is your approach to classroom management?
- If you were to serve our students and families, what strengths would you bring to that work and what potential areas of learning would you have?
- What have you done to further your knowledge/understanding about diversity?
- How have you demonstrated your learning in either your classroom or school setting?
- Has there ever been a time when you and a colleague disagreed about instructional approaches? What did you do?
-Can you recall a time when you were less than pleased with your students’ performance? Why?
-Tell us about a student/s who may have been struggling with a skill or concept. How did you know they were struggling? What did you do to support them and how do you know what you did was effective?
-Tell us about a time when you were focused to make either an unpopular decision or a decision that you felt could have had negative consequences.
-Talk us through your student achievement results. Start with what goals were and take us through what you did to work towards achieving them.
-How do you involve your manager and/or others when you’re making decisions?
-Give us an example of a time when you had to keep from making a decision because you still did not have enough information.
-How do you plan instruction?
-How do you differentiate instruction to meet your students’ academic needs?
-What is your approach to classroom management?
-If you were to serve our students and families, what strengths would you bring to that work and what potential areas of learning would you have?
-Has there ever been a time when you and a colleague disagreed about instructional approaches? What did you do?

**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 LA Website:** The open positions at KIPP Middle School #5 will be posted on the KIPP LA Website in which interested candidates can apply online.
- **KIPP Teach:** The open positions at KIPP Middle School #5 will be posted on KIPP Teach, a national database of all KIPP positions in which interested candidates can apply online.
- **Schools of Education at Loyola Marymount University, USC, Cal State LA, Cal State Dominguez Hills, and UCLA.**
- **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 over 20,000 Teach For America corps members and alumni which lists featured job opportunities. A posting for KIPP Middle School #5 will be placed on both of these resources. Further, the office collects resume books that will be accessed to seek out quality candidates. KIPP Middle School #5 will also be represented at career fairs and other similar opportunities to find candidates.
• Website: The goal is for the KIPP Middle School #5 website to be up by January 31, 2012 in which the school's vision, mission, goals, and values will be posted. In addition, 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.
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Specific, Measurable, and Realistic Student Achievement Targets
The targets outlined below are consistent with NCLB’s mission of ensuring that all students are being adequately served, and as such, are in compliance with the federal law. KIPP Middle School #5 intends to have its students meet or exceed NCLB’s 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 Middle School #5 will adjust goals and targets to ensure alignment. Each year, KIPP Middle School #5 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: By 2012-2013, at least 90% of all KIPP Middle School #5 students will score Proficient or Advanced in English Language Arts on the CST.

No Child Left Behind sets the Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) each year until 2013-2014 when the AYP AMO is that 100% of all students will score Proficient or Advanced in ELA on the CST, in subsequent years, KIPP Middle School #5 will work to maintain all students’ scores at Proficient or Advanced in ELA. KIPP Middle School #5 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. Below are the annual goals students will meet in order to have all students scoring Proficient or Advanced in ELA on the CST and to prepare students to have the knowledge and skills to realize the school’s mission.

Incremental 5-year CST/norm-referenced test targets for ELA:

<table>
<thead>
<tr>
<th>School year</th>
<th>5th grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>AYP goals</th>
<th>AYP AMO targets under NCLB</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>90% of KIPP Middle School #5 5th grade students will score Proficient or Advanced in ELA on the CST</td>
<td>90% of KIPP Middle School #5 students will score Proficient or Advanced in ELA on the CST</td>
<td>89.2% of students Proficient or Advanced in ELA.</td>
<td></td>
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</tbody>
</table>
Target Two: By 2012-2013, 90% of all KIPP Middle School #5 students will score Proficient or Advanced in Mathematics on the CST.

No Child Left Behind sets the Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) each year until 2013-2014 when the AYP AMO is that 100% of all students will score Proficient or Advanced in Mathematics on the CST, in subsequent years, KIPP Middle School #5 will work to maintain all students’ scores at Proficient or Advanced in Mathematics. KIPP Middle School #5 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. Below are the annual goals students will meet in order to have all students scoring Proficient or Advanced in Mathematics on the CST and to prepare students to have the knowledge and skills to realize the school’s mission.

Incremental 5-year CST/norm-referenced test targets for Mathematics:

<table>
<thead>
<tr>
<th>School year</th>
<th>5th grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>AYP goals</th>
<th>AYP AMO targets under NCLB</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in ELA on the CST.</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in ELA on the CST.</td>
<td>100% of students Proficient or Advanced in ELA.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in ELA on the CST.</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in ELA on the CST.</td>
<td>100% of students Proficient or Advanced in ELA.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in ELA on the CST.</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in ELA on the CST.</td>
<td>100% of students Proficient or Advanced in ELA.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in ELA on the CST.</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in ELA on the CST.</td>
<td>100% of students Proficient or Advanced in ELA.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Target Three: KIPP Middle School #5 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. Below are the KIPP Middle School #5 API targets:

<table>
<thead>
<tr>
<th>School Year</th>
<th>API Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 – 2013</td>
<td>725</td>
</tr>
<tr>
<td>2013-2014</td>
<td>750</td>
</tr>
</tbody>
</table>
Target Four: 80% of all KIPP Middle School #5 Seventh grade students will score a 6 or higher on the California Writing Standards Test.

Target Five: KIPP Middle School #5 will meet the AYP participation rates by at least 95% of students and 95% of each numerically significant subgroup taking the statewide assessments.

Target Six: KIPP Middle School #5 will maintain a student attendance average of 94% throughout the school year.

Target Seven: By 2012-2013, at least 90% of all KIPP Middle School #5 5th grade students will score Proficient or Advanced on the Science CST.

The current No Child Left Behind legislation does not set the Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) in Science. In Science, KIPP Middle School #5 will mirror the ELA and Mathematics AYP AMO expectations that are outlined each year until 2013 – 2014 when the AYP AMO is that 100% of all students will score Proficient or Advanced in Mathematics on the CST, in subsequent years, KIPP Middle School #5 will work to maintain all students’ scores at Proficient or Advanced in Science. KIPP Middle School #5 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. Below are the annual goals students will meet in order to have all students scoring Proficient or Advanced in Science on the CST and to prepare students to have the knowledge and skills to realize the school’s mission.

Incremental 5-year CST and internal test targets for Science:

<table>
<thead>
<tr>
<th>School year</th>
<th>5th grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>AYP goals</th>
<th>AYP AMO targets under NCLB</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>90% of KIPP Middle School #5 5th grade students will score Proficient or Advanced in Science on the CST</td>
<td></td>
<td></td>
<td></td>
<td>90% of KIPP Middle School #5 students will score Proficient or Advanced in Science on the CST</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Target Eight:** By 2012-2013, at least 90% of all KIPP Middle School #5 5th grade students will score Proficient or Advanced on the Social Studies CST.

The current No Child Left Behind legislation does not set the Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) for Social Studies. In Social Studies, KIPP Middle School #5 will mirror the ELA and Mathematics AYP AMO expectations that are outlined each year until 2013–2014 when the AYP AMO is that 100% of all students will score Proficient or Advanced in Mathematics on the CST, in
subsequent years, KIPP Middle School #5 will work to maintain all students’ scores at Proficient or Advanced in Social Studies. KIPP Middle School #5 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. Below are the annual goals students will meet in order to have all students scoring Proficient or Advanced in Social Studies on the CST and to prepare students to have the knowledge and skills to realize the school’s mission.

<table>
<thead>
<tr>
<th>School year</th>
<th>5th grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>AYP goals</th>
<th>AYP AMO targets under NCLB</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>90% of KIPP Middle School #5 6th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 6th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 7th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 8th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>0% of KIPP Middle School #5 students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>N/A</td>
</tr>
<tr>
<td>2013-2014</td>
<td>100% of KIPP Middle School #5 6th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
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<td>100% of KIPP Middle School #5 7th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 8th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>N/A</td>
</tr>
<tr>
<td>2014-2015</td>
<td>100% of KIPP Middle School #5 6th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 6th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 7th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 8th grade students will score Proficient or Advanced in Social Studies on the CST</td>
<td>100% of KIPP Middle School #5 students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>N/A</td>
</tr>
<tr>
<td>2015-2016</td>
<td>100% of KIPP Middle School #5 6th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 6th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
<td>100% of KIPP Middle School #5 7th grade students will score Proficient or Advanced in Social Studies on standards based assessments such as end of unit, quarterly and year end assessments</td>
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<td>N/A</td>
</tr>
</tbody>
</table>
Incremental 5-year CST and internal test targets for Social Studies:

**Target Ten:** At least 75% of KIPP Middle School #5 English Language Learners (ELLs) will advance one performance level in English Language proficiency annually as measured by the California English Language Development Test (CELDT) each year.

**Target Eleven:** At least 75% of KIPP Middle School #5 English Language Learners (ELLs) will become redesignated before exiting eighth grade as measured by CELDT and CST criterion, as well as the KIPP LA ELL Redesignation Policy.
**Element 3: Methods by Which Student Outcomes will be Measured**

**Assessing Student Outcomes**
The mission of KIPP Middle School #5 is to provide an excellent education that attends to every single child and gives each child the opportunity to explore, advance, and succeed so that they will thrive as leaders, thinkers, change agents, and compassionate human beings at school, in their families, in their communities, and in the world. 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 Middle School #5, students will be assessed in several ways. KIPP Middle School #5 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.**
Beginning in 5th Grade, KIPP teachers will use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science will follow an adapted version of this cycle. Professional development, grade-level planning and 1:1 check-ins between managers and teachers will support the implementation and execution of each of the instructional cycle’s ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery. This framework is meant to provide alignment both across and between grade-levels.

![Figure 3.1 shows the ten steps of the KIPP Middle School #5 instructional cycle. While the first step will be completed in the summer, the following steps in the cycle will be ongoing.](image)

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 standards-based, though this does not mean they will all be multiple-choice quizzes or tests simulating the California Standards Test (CST). While some skill-based standards may be best assessed in this manner, and our interim assessments in language arts and mathematics will follow this format, teachers will be
encouraged to design rigorous authentic assessments. 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 in every grade level will be given initial assessments to determine their performance levels in all subject areas, particularly in English Language Arts and mathematics. For example, students entering 5th grade will be given teacher created assessments that employ CST release questions to determine individual base line proficiency levels and drive the year’s instruction. In writing, all teachers will administer a grade-level appropriate writing task; every year, the school will use the same genre for the beginning-of-the-year writing assessment. Please see Appendix H for a sample of a math assessment.

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.

**Interim Assessments**

From 5th-8th graders, KIPP Middle School #5 will institute a biweekly interim assessment cycle throughout each school year in every subject area. The standards taught during this interim assessment period will be based on a scope and sequence the teachers create after systematically backwards mapping the state standards as well as reviewing student performance on previous interim assessments.

After each cycle’s assessments are completed, teachers will convene to analyze the data, discuss trends, and create the scope and sequence for their respective group for the next interim assessment cycle. Special attention will be paid to the creation of intervention groups, differentiating instruction for struggling learners, and further enrichment for more advanced students. In addition, at grade-level meetings throughout the interim assessment cycles, teachers will continue to discuss their students’ progress in mastering standards, analyze student work, and discuss best practices. Furthermore, each teacher will receive one-on-one coaching that will, in part, focus on planning, lesson observation, feedback, and informal assessments as they relate to student mastery of interim assessment standards.

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 maximizing instructional time through effective systems and procedures 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.

**Testing**

KIPP Middle School #5 agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If KIPP Middle School #5 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.

**State Mandated Assessments**

KIPP Middle School #5 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 five through eight. 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. 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 seventh graders will take the California Writing Standards Test.

In addition, students in fifth through eight grades who have been in the United States for less than twelve months and have Spanish indicated on their Home Language Survey may take the Standards-based Tests in Spanish (STS). All students who are English Language Learners as identified by their Home Language Survey will take the California English Language Development Test (CELDT) each year by the end of October. Students who qualify to take the California Alternate Performance Assessment (CAPA) in fifth through eight grades will take this assessment in place of the CST to measure their performance in selected standards in English-Language Arts and Mathematics.

**SAT-10/MAP**

Constant measurement and assessment is a hallmark of all KIPP Schools. In addition to administering the assessments under STAR, KIPP Middle School #5 will administer the Stanford Achievement Tests, Tenth Edition (SAT-10) or the MAP. The KIPP Foundation chose the SAT-10 and MAP because they are
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 SAT-10 or 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 SAT-10 or 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 SAT-10 or MAP scores. SAT-10 or MAP data for individual students is reported to each student’s family. 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.

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. Assessment tools included in the selected instructional programs will also be utilized as assessment tools. The use of assessments in the selected instructional programs will be used as a tool to monitor the effectiveness of teaching and learning. The use of longitudinal, survey, and other data will also be utilized in measuring pupil progress.

Grading Policy
KIPP Middle School #5 will administer grades based upon student’s mastery of the California Content Standards. Grades will be reported in quarterly school-created report card. (Please see Appendix I for a KIPP Middle School #5 report card sample.)
ELEMENT 4: GOVERNANCE

Legal Affirmations
KIPP Middle School #5 will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, religion, sexual orientation, national origin, gender, disability or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. KIPP Middle School #5 will not charge tuition. KIPP Middle School #5 will not require any child to attend the charter school nor any employee to work at a charter school.

KIPP Middle School #5 will comply with all applicable federal, state and local laws. It will retain its own legal counsel when necessary. It will purchase and maintain all insurance specified in Element 6 such as general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance as part of its own insurance program.

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

KIPP LA Schools is a separate legal entity and will be solely responsible for the debts and obligations of KIPP Middle School #5 and will operate the school. KIPP Middle School #5 will comply with the Brown Act.

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 Middle School #5 is KIPP LA Schools, a California non-profit public benefit corporation.\(^4\) 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 Middle School #5. KIPP LA Schools exists to ensure that KIPP Middle School #5 adheres to the proven success of the nationally renowned KIPP school model and to this charter. KIPP LA Schools will operate KIPP Middle School #5.

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

\(^4\) Please refer to Appendix L, M and Section 5-2 for the organizational documents of KIPP LA Schools, including articles of incorporation and bylaws.
• To promote the success of KIPP Middle School #5 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 Middle School #5 governance structure, including the KIPP LA Schools Board of Directors and the KIPP Middle School #5 teaching staff.

Figure 4.1: KIPP LA Schools Organizational Reporting Structure

Any amendments to KIPP LA Schools’ bylaws that affect or impact the KIPP Middle School #5 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 Q for a list of KIPP LA Schools board members and their resumes.
Governance, policy-making authority, and fiduciary responsibility for KIPP Middle School #5 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.

The school will form a Parent Advisory Council to involve parents and members of the community in its operation. This Council may assist the Principal with community outreach, resource development, extracurricular programs, and community service projects. Moreover, the PAC will also have input in specific school site decisions that pertain to:

- Fundraising efforts; and
- Extracurricular programming.

We aim to have the Parent Advisory Council fully understand how their voice may impact the final decision by clearly articulating the decision-making process and where Parent Advisory Council input fits. Along with input from the Parent Advisory Council, the Principal or other staff members will gather input from other stakeholders like teachers and students in order to make informed decisions. (The Principal has final rights over all staffing and school-site decisions.)

The Parent Advisory Council will meet monthly. Officers for the Parent Advisory Council will be elected by a majority secret ballot of voting parents and/or guardians and serve a one-year term in that position (officers have a two consecutive term limit). Only KIPP Middle School #5 parents and/or guardians have the right to vote during the Parent Advisory Council officer election. Officers will maintain voting rights for the length of their term.

The Parent Advisory Council will post agendas for meetings at least 48 hours in advance as well as publicize meeting times and objectives to the entire school community (The Parent Advisory Council President will design meeting agendas. Parent Advisory Council meeting agendas may include collecting parent feedback on future school-based decisions such as fundraising, etc.). All parents will be invited to attend Parent Advisory Council meetings, though only officers will have voting rights in school-based decisions. In addition to parents, the Parent Advisory Council will also have two non-voting KIPP Middle School #5 staff members.

KIPP Middle School #5 will support the Parent Advisory Council by including information about meetings or next steps in the weekly Home/School Bulletin. Additionally, the Parent Advisory Council will supply the Office Manager with meeting minutes so the school office manager may file in the Parent Advisory Council binder. The Parent Advisory Council binder will be available in the school office for the school community to access. The Parent Advisory Council Secretary will be responsible for recording meeting
minutes and distributing them to the school office manager as well as the other Parent Advisory Council officers.

**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 KIPP LA School board members 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 Middle School #5 (e.g. board members roles and responsibilities, meeting schedule, committee structure, etc.)
   b. Prospective board member visits KIPP Middle Schools #3
   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 Middle School #5
- 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 committees designed to enhance the operation of the board and provide additional oversight. 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 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. Several subcommittees are planned to be instituted including:

- **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, KIPP LA Schools will have and exercise the right to regularly inspect and evaluate the operations and performance of KIPP Middle School #5. This oversight will include a rigorous, multi-day assessment of all educational activities to be conducted by Cambridge Education Associates, Ltd., SchoolWorks, or a similarly qualified group. By ensuring that KIPP Middle School #5’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 Middle School #5; and
- Monitoring and inspection to ensure compliance with KIPP’s demanding educational standards.

The role of the Principal of KIPP Middle School #5 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. She 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 for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving at expected levels.

Methods for Holding Governance Structure Accountable 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 Middle School #5. 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 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 Procedures
KIPP Middle School #5 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 Middle School #5 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. KIPP Middle School #5 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

KIPP Middle School #5 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 Middle School #5 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 Middle School #5 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.

Any amendments to the charter must be approved by LAUSD.

KIPP LA Schools' bylaws will also permit one representative of LAUSD to serve on the organization's Board of Directors, should the District choose to appoint one. This District representative will be a non-voting director who will help to facilitate communication and mutual understanding between KIPP LA Schools and LAUSD.

Responding to Inquiries
KIPP Middle School #5 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 Middle School #5 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 Innovation and Charter Schools Division 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 Middle School #5.

Audit and Inspection of Records

KIPP Middle School #5/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 Middle School #5 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 Middle School #5.
- The District is authorized to revoke this charter for, among other reasons, the failure of KIPP Middle School #5 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 Middle School #5’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 Middle School #5 and KIPP LA Schools shall cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days notice to KIPP Middle School #5. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to KIPP Middle School #5’s operations is received by the District, KIPP Middle School #5 shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.
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 KIPP Middle School #5’s ongoing status is conducted during the school’s second year of operation. The purpose of the inspection 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.

KIPP Middle School #5 and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

KIPP Middle School #5 will comply with the Brown Act.

*Members of KIPP Middle School #5’s 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).
ELE ME 5: EMPLOYEE QUALIFICATIONS

Staffing Plan

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Qualifications for School Employees

As discussed in Element 1, staff selection is one of the most crucial aspects of the founding and growth of KIPP Middle School #5. The goal of the process will be 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 Middle School #5. KIPP Middle School #5 will seek 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 Middle School
KIPP Middle School #5 believes that all persons are entitled to equal employment opportunity. KIPP Middle School #5 shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, 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 Middle School #5 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 Middle School #5 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. KIPP Middle School #5 will maintain a current copy of teacher certificates on file and ready for inspection. The School Leader will monitor the credentials and ensure the necessary documentation is on file. Through the hiring process, KIPP Middle School #5 will seek a full staff that does not need an emergency credential. In the event that a teacher is hired who holds an emergency credential, KIPP Middle School #5 will support the teacher to quickly transition credentials to an intern credential status. KIPP Middle School #5 will continue to monitor new and existing teachers’ credential status to ensure that all teachers are fully compliant with No Child Left Behind requirements.

KIPP Middle School #5 may also employ or retain non-certificated instructional support staff in cases where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in this capacity.

**Staff Qualifications**

**Principal:**

- Possession of a valid administrative credential authorizing service as a middle school 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 or single 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.

Please see **Appendix N** for Job Descriptions.

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.

**School Operations Coordinator Job Overview**
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 School Leader in the day-to-day financial and operational activities of KIPP Middle School #5. 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. S/he will support the KIPP LA SSC in its efforts to provide KIPP LA’s schools 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 Middle School #5’s food service program;

• 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;

• Manage school’s petty cash account, and perform monthly reconciliations to be submitted to the Associate Director of School Operations and Finance of KIPP LA;

• Represent the school at various public meetings and conferences; and

• Other duties as assigned.

Office Manager Job Overview
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 Middle School #5 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 Middle School #5 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.

Responsibilities

- 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.

School Leader/Principal Responsibilities

Reporting to the Executive Director/Chief Academic Officer, 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:

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**
• 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.

**Compensation**
Teachers are the core element of KIPP Middle School #5’s success. It is therefore essential that teachers are supported and well compensated. KIPP Middle School #5 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 Middle School #5 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 Middle School #5 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 California Teaching Standards as well all other KIPP-specific identified competencies. Please reference **Appendix R** for a sample teacher evaluation form. Non-teaching staff will be evaluated in the spring of each school year. 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.

**School Management**

The Founding Principal of KIPP Middle School #5 will be responsible for the implementation of all aspects of the KIPP Middle School #5 charter, and for the day-to-day operations and management of the school.

The KIPP Foundation has developed a comprehensive Competency Model for Principals. The Competency Model is a leadership development tool that describes the essential qualities, skills, and knowledge that successful KIPP Principals must possess. The Principal 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 Principal's performance.

**Profile of KIPP Middle School #5 Founding Principal**

Rachelle Minix was recently selected as a Fisher Fellow with the KIPP Foundation, planning the opening of a KIPP middle school for the KIPP LA Schools region. Most recently, Rachelle served as an RSP
teacher and Special Education Department Chair at Locke Launch to College Academy in South Los Angeles. Rachelle helped Locke to transition its students from a traditional district high school into a smaller, independent Green Dot charter school beginning in 2009. As part of this process, Rachelle helped make replicable and sustainable systems to support the integration of students with special needs, participated in hiring panels, mentored new and struggling teachers, spearheaded multiple fundraising ventures, helped to craft Green Dot’s spectrum model for literacy intervention, and served as Senior Class advisor. Prior to Green Dot, Rachelle spent three years teaching biology and coaching the girls’ soccer team at Locke High School, the school in which she was originally assigned in 2005 as a Teach For America corps member. In 2008, Rachelle took on a full-time role as Assistant Director of The Kelter Center, a non-public agency, where she was responsible for many administrative tasks and educational endeavors, including teacher trainings and teacher mentoring and the administration and analysis of full-scale academic assessment batteries. Rachelle received her B.A. in Psychology with a minor in Italian at the University of Pennsylvania, her M.A. in Special Education at California State University Dominguez Hills, and her Ed.D. in Educational Leadership with an emphasis in educational psychology from the University of Southern California. Rachelle is both humbled by and extremely excited about the opportunity to continue to play a role in the mission of bringing high-quality education to all children.

Roles and Responsibilities of Principal
Reporting to the Executive Director 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 Middle School #5 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 Middle School #5 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 designate a member of KIPP Middle School #5 to oversee compliance 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 Middle School #5 staff.
ELEMENT 6: HEALTH AND SAFETY

All faculty and staff of KIPP Middle School #5 will undergo a criminal background check. KIPP Middle School #5 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 Middle School #5 shall adopt and implement a comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies, including fires and earthquakes, which 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 P and will be revised based on the final facility identification;
- 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;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing KIPP Middle School #5 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.
- Workplace free of sexual harassment- In order to ensure a workplace free of sexual harassment, all KIPP Middle School #5 staff will be trained in the beginning of each school year on the school’s sexual harassment policies and complaint procedures. Please see Appendix J for the KIPP LA Schools Policy Against Harassment.

As stated in Element 5 (Employee Qualifications), all faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the Department of Justice. 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. 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 Middle School #5 shall ensure that prior to commencement of operations, its facility shall comply with all applicable federal, state, and local laws. KIPP Middle School #5 will maintain complete records documenting said compliance, and will maintain on file copies of all facility inspection records, including an appropriate Certificate of Occupancy issued by the applicable permitting agency which will be secured no less than 45 days prior to the school’s opening. KIPP LA Schools will manage all aspects of maintenance and operations for KIPP Middle School #5 through contracts with third party vendors.

**Insurance Requirements**

No coverage shall be provided to KIPP Middle School #5 by the District under any of the District’s self-insured programs or commercial insurance policies. KIPP Middle School #5 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 Middle School #5 from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be KIPP Middle School #5’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 Middle School #5’s insurance shall be primary despite any conflicting provisions in KIPP Middle School #5’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 Middle School #5 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 Middle School #5 does not operate a
student bus service. If KIPP Middle School #5 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 Middle School #5 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 Middle School #5’s insurance shall be primary despite any conflicting provisions in KIPP Middle School #5’s policy.

Evidence of Insurance
KIPP Middle School #5 shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 26th 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 Middle School #5 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 Middle School #5.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, KIPP Middle School #5 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 Middle School #5 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 Middle School #5, and their officers, directors, employees or volunteers. Moreover, KIPP Middle School #5 agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

KIPP Middle School #5 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. KIPP Middle School #5 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.

KIPP Middle School #5, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

KIPP Middle School #5 shall require all employees of KIPP Middle School #5, 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. KIPP Middle School #5 will maintain on file and available for inspection evidence that KIPP Middle School #5 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.
**ELEMENT 7: RACIAL AND ETHNIC BALANCE**

**Student Recruitment and Outreach Efforts**
KIPP Middle School #5 seeks to open with approximately 130 students, and no fewer than 90 students, in August 2012. The school will also maintain a wait list of at least thirty students to ensure a filled grade level throughout the year. Students will be added during the first and second quarters in fifth and sixth grade should a space become available.

While recruitment during the first year is essential, it will remain a priority to maintain the targeted student enrollment throughout the life of the school. The Principal, KIPP LA Board members, and KIPP Middle School #5 staff and parents will be encouraged to continuously seek students who are of the age in which they can enter KIPP Middle School #5 and start on the path to and through college.

KIPP Middle School #5 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 Middle School #5 is committed to ensuring that all students and families involved with our recruitment outreach and process are made to feel welcome and respected.

KIPP Middle School #5 is committed to upholding the District's ethnic balance goal and the school’s outreach and recruitment efforts will support this. The geographic area immediately surrounding the projected school site in the Southeast Cities will be targeted in outreach efforts.

Recruitment materials will be in the languages necessary to communicate the message and those conducting outreach and recruitment will speak the languages shared by families and community members. Recruitment materials utilized in outreach efforts will include information about KIPP Middle School #5 (e.g. the mission statement of the school, pictures of KIPP students, information about the KIPP network of schools, and contact information for KIPP Middle School #5). In addition, door hangers and mass mailer postcards will be created and distributed throughout the community surrounding KIPP Middle School #5. More detailed mailings with a letter about the school and articles about KIPP will also be sent out to targeted homes and businesses. A website for KIPP Middle School #5, one that is linked to the KIPP LA Schools website, will be created and will provide information about the school’s instructional vision, mission, goals and values along with additional information about the KIPP national network of public charter schools. Contact information and information on student enrollment will also appear on the KIPP Middle School #5 website.

Please refer to Appendix O for a sample recruitment flyer.
The KIPP LA Schools regional team will further support the student recruitment process by aiding in the development of successful student recruitment practices shared by other KIPP schools across the country. Such student recruitment practices include:

- Enlisting support from lead parents of existing KIPP LA schools to reach out to their family and friends in search of students for KIPP Middle School #5. Lead parents can provide strong referrals and assurance to other parents of the quality of the school and of the program.
- Targeting the siblings of current KIPP LA elementary school students to enroll in KIPP Middle School #5. These students and families already know the expectations and culture of KIPP and could become a base for further student recruitment.
- Local community leaders and businesses will be contacted to assist in the recruitment effort by spreading the word about KIPP Middle School #5 and posting information and advertisements geared towards student recruitment.
- Community events and community organizations will also be targeted to build relationships and spread information about KIPP Middle School #5. Community events will serve as a way to connect with families and potential students who may be of age to attend KIPP Middle School #5.
- Walking the community and being visible is also essential so that community members meet the KIPP Middle School #5 Principal and begin understanding the mission of the school.

Throughout the student recruitment outreach process, interested families and parents will receive student interest forms and later, applications for enrollment. It will be essential when distributing applications for enrollment to clearly explain the goals and expectations of KIPP Middle School #5 to families, parents and/or students. Follow-up meetings will be scheduled and responding to phone call and e-mails from interested parents will be of the highest priority.

*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 the Office of 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 30:70 ratio.

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 Middle School #5 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. 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 Middle School #5 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 Middle School #5 shall have the right to continue attending KIPP Middle School #5 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to KIPP Middle School #5 shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

KIPP Middle School #5 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 Middle School #5 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 Middle School #5 under the NCLB-PSC program increases in subsequent years, KIPP Middle School #5 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 Middle School #5 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 Middle School #5 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. KIPP Middle School #5 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
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

KIPP Middle School #5 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 Middle School #5 will be a free public school open to all residents of the State of California. KIPP Middle School #5 will not discriminate on the basis of race, ethnicity, religion, gender, 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 Middle School #5 will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). KIPP Middle School #5 accepts and understands obligations to comply with all laws establishing minimum age for public school attendance. KIPP Middle School #5 will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

**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.

**Recruitment and Enrollment Period**

Recruitment of incoming students for KIPP Middle School #5 will begin in September of each school year for the following academic year. (See Appendix O for a sample recruitment flyer) At that time, KIPP Middle School #5 will advertise open enrollment dates and interested families will begin meeting with the school’s staff and reviewing the school’s academic program, schedule and expectations.

**Lottery**

If the number of applications to enroll exceeds the capacity of a grade level, a random selection process (lottery) will be conducted to assure all applicants an equal chance of gaining admission. Preference in the lottery will be given to siblings of currently enrolled students, children of KIPP LA employees (as long as that number does not exceed 5% of all interest forms), students residing within the elementary attendance zone where the school is located, and students who reside within the District.5

The lottery will be held on or before the last Thursday of April of each year at 6:00 pm. The location of the lottery has yet to be determined, but the school will seek a location either in or near the location of the school facility and in a space large enough to ensure all interested parties may observe the lottery.

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5 If the school is awarded PCSGP funds, there will be no preference given in the lottery during the lifetime of the grant. In order to meet the requirements of this grant, during this time, exemptions from the lottery will be given for siblings of currently enrolled students and children of KIPP LA teachers (provided that they do not exceed more than 5% of the total number of interested students).
Students will be notified within a week of any lottery as to the status of their applications. 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. Students enrolled 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 and for all grades as seats become available each year due to student attrition. See Appendix S for a sample lottery interest form and enrollment packet.

**Communication**

All notifications will be made through telephone communication with the phone number provided and a written letter sent to the address indicated on the paperwork submitted.

**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 sign-in sheet of those present at the lottery, 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 Middle School #5 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.
**Element 9: Financial Audits**

KIPP LA Schools Board of Directors has an 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 Middle School #5 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 Middle School #5’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 Middle School #5 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. All financial reports will be submitted to the LAUSD Charter School division one week prior to the statutory deadline to facilitate district review and timely submission to the Los Angeles County Office of Education and the California Department of Education.

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 supervisory 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 supervisory 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 supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.
**Balance Reserves**

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by 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**

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

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School 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 Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of 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.

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

KIPP Middle School #5 will develop and maintain internal fiscal control policies governing all financial activities.

**Element 10: Suspension and 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 Middle School #5 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 Middle School #5 will set forth a code of conduct in its Student and Parent Handbook. This code will provide a detailed outline of expectations and prohibited conduct that could result in a suspension or expulsion.

By utilizing a range of progressive disciplinary options, KIPP Middle School #5 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

• “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.

• Public statement of accountability for misconduct

• Disciplinary probation with notice to parents and explanation of required improvement

• Study teams, resource panel teams, or other assessment-related teams

• Peer presentations of personal improvement plan

• Referral to school counselor, psychologist, child welfare attendance personnel, or other school support service staff
Corporal punishment 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 Middle School #5 does not limit the rights of KIPP Middle School #5 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 sub-sections (a) – (e), i.e., the first five enumerated above, an out-of-school suspension may be authorized for a first offense. (Additionally, a suspension for any of the above-listed violations is permissible if a student’s presence causes a danger to persons or property or threatens to disrupt the instructional process.) Ed. Code 48900.5. Expulsion for a violation of subsections (a) – (e) is permitted based upon the recommendation of the School Leader and a finding by the KIPP LA board (or a designated committee thereof) that the student committed the offense and that either: (a) other means are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the student’s presence would cause a continuing danger to personal safety. Ed. Code 48915(b)

With respect to the remaining violations set forth above, except as otherwise noted (with respect to acts triggering mandatory expulsion consideration), a suspension is permitted only when other corrective actions have failed to bring about the proper conduct. However, prior corrective action is not a prerequisite if a student’s presence would cause a danger to persons or property, or threaten to disrupt the instructional process. Ed. Code 48900.5. Expulsion for these offenses are limited to situations in which the Executive Director or School Leader has made a recommendation based on a finding that one of these enumerated offenses was committed, and 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 indentified by statute

- **Electronic Signaling Device**: Pursuant to Ed. Code 48901, KIPP Middle School #5 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). 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.

- **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 Middle School #5 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).

**Special Education Students and Disciplinary Actions**

Disciplinary proceedings for a currently identified Special Education student will comply with supplementary due process procedures. KIPP Middle School #5 and KIPP Los Angeles will follow all due process requirements for Special Education students included in this document and in the Education Code. Additionally, the School will ensure that it will comply with the mandates of federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973.
In the case of a student who has an IEP, an IEP team will meet to conduct a manifestation determination utilizing the District’s Policies and Procedures Manual. Any IEP meeting that includes the discussion of an alternative placement will include a district representative. Prior to recommending expulsion for a student with a 504 Plan, an administrator from the School will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the School’s failure to implement the 504 Plan?

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter 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 the Charter School 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, the charter administrator will convene a Link Determination meeting to ask the following two questions: A0 Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement 504?

**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 parents 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
• 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 must first be provided to KIPP Middle School #5 and should be directed to the principal. The principal or principal’s designee will attempt to resolve the appeal with a written response within five (5) school days. After appeal at the school level, if further appeal is desired, it should 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. If any appeal is denied, the parent may place a written rebuttal to the decision in the student’s file.

**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, 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 Middle School #5, 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. (Ed. Code 48918)

Step Four: An expulsion hearing is held before a designated subcommittee of the KIPP Los Angeles board of directors. 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. 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. An alternative school placement for the student will be arranged in the case of expulsion and the School shall immediately notify the Superintendent 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 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)

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 of
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 Middle School #5 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 Middle School #5 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 Middle School #5 shall ensure the appropriate interim placement of students during and pending the
completion of the KIPP Middle School #5’s student expulsion process. If the student receives or is
eligible for special education, KIPP Middle School #5 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 Support Unit, Division of Special Education.

KIPP Middle School #5 shall utilize alternatives to suspension and expulsion with students who are
truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon
request of the receiving school district in a timely fashion. Charter School 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
- student’s current educational placement
- copy of parental notice 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.
- if the Student is eligible for Special Education, the Charter School 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, the Charter School 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 Charter’s failure to implement 504 Plan?

KIPP Middle School #5 shall also provide documentation that it has followed KIPP Middle School #5’s policies and procedures on suspensions and expulsions, which shall include the following provisions:

• Criteria for expulsions as found in Title V, section 11967.5.1 (f) (10) of the California Code of Regulations;

• Discipline of Students with Disabilities: Reasonably comprehensive descriptions of student discipline policies that expand on what is stated in the charter. If the student is eligible for special education, that the Charter School followed specific provisions related to expulsion pursuant to the IDEA have been followed including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, evidence that the Charter School administrator convened a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement the 504 Plan?

• Notice of expulsions and prompt forwarding of all documents used in the expulsion to the Innovation and Charter Schools Division, as noted in Education Code sections 47604.3 and 47605 (d) (3), because there is a hearing process prior to students being admitted in the District (Education Code sections 48915.1 and 48915.2). The charter school shall forward this information to the Innovation and Charter Schools staff member assigned to your school immediately or as soon as practically possible; and

• Notice of reinstatement of students after the conclusion of the period of expulsion, which is no longer than one calendar year. The charter school is responsible for reinstating the student upon the conclusion of the expulsion period.

• When a student is expelled, the charter school shall:
  o Provide the parent documentation of the expulsion providing a written explanation of the following:
    ▪ Reason for expulsion
    ▪ Term of expulsion
    ▪ Rehabilitation plan (what the student needs to demonstrate to be reinstated)
    ▪ Eligibility date of reinstatement
    ▪ Appeal process
- Explain to the parent their responsibility and options to seek enrollment in:
  - Student's home school district
  - Another charter school
  - Private or parochial school
  - Explain to the parent their responsibility to submit records/documents when the student is eligible for reinstatement to prove student's compliance and to request reinstatement.

- Forward student records upon request of new school (district) in a timely fashion.

- Send a letter to the parent when the reinstatement review date is approaching.

**Outcome Data**

KIPP Middle School #5 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 the KIPP Middle School #5 shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to KIPP Middle School #5 for readmission.

**Readmission**

KIPP Middle School #5’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, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The charter school is responsible for reinstating the student upon the conclusion of the expulsion period.
The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the KIPP Los Angeles board of directors following a meeting with the Principal and the student and parents / guardian to determine whether the student has successfully completed the rehabilitation plan and whether the student poses a threat to others or will be disruptive to the school environment. The student’s readmission is also contingent upon the KIPP Middle School #5’s capacity at the time the student seeks readmission.

**Gun Free Schools Act**
KIPP Middle School #5 shall comply with the federal Gun Free Schools Act.”

**Element 11: Retirement Programs & Staff Issues**
KIPP Middle School #5 will participate in Social Security and a 401K plan. KIPP Middle School #5 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 will be responsible for ensuring that appropriate and timely arrangements for coverage have been made. KIPP Middle School #5 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.

**Employee Complaints**
KIPP LA Schools has a Whistle Blower Policy (see Appendix K). Employees who have work-related concerns or complaints are encouraged to discuss them with the School Leader, the KIPP Los Angeles 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?

Element 12: Attendance Alternatives
The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Ed. Code § 47605 (b)(5)(L) “KIPP Middle School #5 will inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment. Pupils who choose not to attend KIPP Middle School #5 may choose to attend other public schools in their district of residence or pursue an inter-district-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 Middle School #5, or Between KIPP LA Schools and KIPP
Middle School #5, or Between KIPP LA Schools and LAUSD
The staff and governing board members of KIPP Middle School #5 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and KIPP Middle School #5, 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 Middle School #5 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 Middle School #5
   c/o School Director

   To Director of Charter Schools:          Director of Charter Schools
   Los Angeles Unified School District
   333 South Beaudry Avenue, 25th 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 AND COLLECTIVE BARGAINING**

KIPP Middle School #5 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 Middle School #5 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 Middle School #5 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 Middle School #5 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 the KIPP Middle School #5 if the District finds, through a showing of substantial evidence, that the charter school did any of the following:
• KIPP Middle School #5 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

• KIPP Middle School #5 failed to meet or pursue any of the pupil outcomes identified in the charter.

• KIPP Middle School #5 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

• KIPP Middle School #5 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 the KIPP Middle School #5 in writing of the specific violation, and give the KIPP Middle School #5 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.

**Renewal**

KIPP Middle School #5 must submit its renewal petition to the District’s Charter School Division no earlier than September of the year before the charter is due to expire.

**Closure Procedures**

The following are closing procedures that abide by Cal. Educ. Code §47605(b) (5) (P), should the Charter School close for any reason. The decision to close KIPP Middle School #5 either by the KIPP Middle School #5 governing Board or by the LAUSD Board, 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 school; or the Charter lapses. In the event of such a Closure Action or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. Identification of a responsible person(s) – e.g., Director, Financial Officer, President of the Charter School’s governing board, to oversee and conduct the closure process.

2. Written notification to parents/guardians/caregivers of the enrolled students of the KIPP Middle School #5 will be issued by KIPP Middle School #5 within 72 hours after the determination of a Closure Action and the effective date of closure. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.

   a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
The charter school will provide the District with original cumulative files pursuant to District policy for all students both active and inactive at the charter school. Parents will be provided with a copy of their child’s cumulative records from the charter school.

b. 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 as indicated above.

c. Parents will also be provided with 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 and a transcript, and State testing results.

d. 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. 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.

e. The original cumulative files should be organized for District pick up in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the pickup of the student records.

f. The charter school must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

g. The Charter school will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable)

3. Written notification to LAUSD and any other school districts of residence of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.

4. Transfer of the original student records to the District, within seven calendar days from the determination of an Action to Close.
5. Written notification to the California Department of Education, the Los Angeles County Office of Education, and the Special Education Local Planning Area (SELPA) in which the Charter School participates, of the Closure Action shall be made by the KIPP Middle School #5 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of these correspondences to the ICSD.

6. KIPP Middle School #5 shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.

7. A financial closeout audit of KIPP Middle School #5 will be paid for by KIPP Middle School #5 to determine the disposition of all assets and liabilities of KIPP Middle School #5, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by KIPP Middle School #5 will be the responsibility of the KIPP Middle School #5 and not LAUSD. KIPP Middle School #5 understands and acknowledges that KIPP Middle School #5 will cover the outstanding debts or liabilities of KIPP Middle School #5. Any unused monies at the time of the audit will be returned to the appropriate funding source. KIPP Middle School #5 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 Middle School #5 participates, and other categorical funds will be returned to the source of funds.

8. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the KIPP Middle School #5 Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

9. The KIPP Middle School #5 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.

10. In addition to a final audit, KIPP Middle School #5 will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

11. 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.

12. KIPP Middle School #5 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.

13. KIPP Middle School #5 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. Copy the LAUSD on all correspondence.

14. Prior to final closure, KIPP Middle School #5 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 Middle School #5’s right to operate as a Charter School or cause
KIPP Middle School #5 to cease operation. KIPP Middle School #5 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 KIPP Middle School #5 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*
Proposed Charter School Location ________________________________

Names of District school sites near proposed location

Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If KIPP Middle School #5 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 Middle School #5 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 Middle School #5 will occupy and use any LAUSD facilities, KIPP Middle School #5 shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. KIPP Middle School #5 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.

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 Middle School #5 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 Middle School #5.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to KIPP Middle School #5 for use. KIPP Middle School #5, 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 Middle School #5 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 Middle School #5 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, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or KIPP Middle School #5’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow KIPP Middle School #5 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 Middle School #5.

  (i) **Co-Location.** If KIPP Middle School #5 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 Middle School #5 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 Middle School #5 is a sole occupant of LAUSD facilities, LAUSD shall allow KIPP Middle School #5, 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 Middle School #5 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 Middle School #5 shall satisfy those requirements to participate in LAUSD’s property insurance or, if KIPP Middle School #5 is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. KIPP Middle School #5 shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF KIPP Middle School #5 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 cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

**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.