

KIPP Academy of Innovation
Renewal Charter Petition

For the term July 1, 2026 – June 30, 2031

Submitted to the Los Angeles Unified School District

October 30, 2025

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Assurances, Affirmations, and Declarations

KIPP Academy of Innovation (also referred to herein as “KIPP Innovation,” “KAI,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil

assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools,

other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

<u>GENERAL INFORMATION</u>	
<ul style="list-style-type: none"> The name and title of the contact person for the Charter School is: 	Jorge Villela School Leader
<ul style="list-style-type: none"> The contact address for the Charter School is: 	4240 E Olympic Blvd, Los Angeles, CA 90023
<ul style="list-style-type: none"> The contact phone number for the Charter School is: 	(323) 406-8000
<ul style="list-style-type: none"> The current address of the Charter School is: 	4240 E Olympic Blvd, Los Angeles, CA 90023
<ul style="list-style-type: none"> This location is in the LAUSD Board District: 	2
<ul style="list-style-type: none"> This location is in the LAUSD Region: 	East
<ul style="list-style-type: none"> The grade configuration of the Charter School is: 	5th–8th Grade
<ul style="list-style-type: none"> The number of students in the first year (should align with Year 1 of the budget, as well as the rollout plan in the petition, if applicable) will be: 	485

<ul style="list-style-type: none"> The grade level(s) of the students in the first year will be: 	5th–8th Grade
<ul style="list-style-type: none"> The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) 	485
<ul style="list-style-type: none"> The type of instructional calendar (e.g., traditional/year round, single track/multi-track, extended day/year) will be: 	Traditional
<ul style="list-style-type: none"> The regular bell schedule (e.g., daily hours) for the Charter School will be: 	Monday 8:00 a.m. to 1:00 p.m Tuesday through Friday from 8:00 am to 3:30 pm
<ul style="list-style-type: none"> The term of this Charter for Middle and High performing schools: 	July 1, 2026–June 30, 2031

Self-Reflection for Charter School

KIPP Academy of Innovation (“KIPP Innovation,” “KAI,” or the “Charter School”) has proven itself to be a valuable educational option and steadfast community advocate. We respectfully urge the chartering authority to renew our charter for a five-year term.

Based on the 2023 and 2024 California School Dashboard (“Dashboard”), and pursuant to Education Code Section 47607(c), KIPP Innovation is in the middle-performing category for the purpose of renewal. Therefore, under Education Code Section 47607.2(b), the chartering authority may only deny renewal upon substantiating its decision in written findings. These written findings must establish that KIPP Innovation “failed to meet or make sufficient progress toward meeting standards that provide a benefit to [students].” These written findings must also establish that closing KIPP Innovation is “in the best interest of [students].” And, in making these determinations, the chartering authority “must give greater weight to measures of academic performance.”¹

KIPP Innovation is proud to report that we are making progress in academics and across our community. It is in the best interest of students and the wider community to keep our school open for years to come.

Highlights of our academic progress include:

- Our English Learner Progress Indicator (“ELPI”) is consistently higher than the statewide average

¹ California Education Code Section 47607.2, https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47607.2.&nodeTreePath=2.3.2.2&lawCode=EDC.

- On the 2022 and 2023 Dashboards, KIPP Innovation posted a higher ELPI than the state
- We anticipate that our 2025 ELPI will improve by 11.2 percentage points, putting our school in a strong position to match or exceed the statewide average
- Our schoolwide math results are consistently higher than our students’ common resident schools²
 - In 2022 and 2023, our schoolwide math results were higher than all eight of our students’ common resident schools
 - In 2024, our schoolwide math results were higher than five of eight common resident schools
- Our numerically significant student groups typically post higher math results than their peers at common resident schools
 - Our Latinx students had higher math results than their peers at every common resident school in 2022 and 2023, and five of eight common resident schools in 2024
 - Our English Learners had higher math results than their peers at the majority of common resident schools in 2022, 2023, and 2024
 - In 2024, the first year the Dashboard included results for Long-Term English Learners (“LTELs”), our LTELs had higher math results than their peers at every common resident school
 - In 2022 and 2024, our Students With Disabilities (“SWD”) had higher math results than their peers at every common resident school, and in 2023 they had higher math results than seven of eight common resident schools
 - In 2022 and 2023, our Socioeconomically Disadvantaged (“SED”) students outperformed their peers in math at every common resident school, and five of eight common resident schools in 2024
- We anticipate that the 2025 Dashboard will show our school and numerically significant student groups making strong year-to-year progress in math
 - We anticipate that the 2025 Dashboard will show our schoolwide math results improving year-to-year by 11.3 points
 - We anticipate that the 2025 Dashboard’s math indicator will show year-to-year gains of 11.4 points for Latinx students, 22.2 points for English Learners, 0.8 points for LTELs, 2.5 points for SWD, and 12.8 points for SED students

² As we explain later in the charter petition, we define “common resident school” as a school to which 2% or more of our students are assigned based on their home address.

- In two of the last three years, KIPP Innovation and its numerically significant student groups posted higher English Language Arts (“ELA”) results than the majority of common resident schools
 - In 2022 and 2023, our schoolwide ELA results were higher than every common resident school
 - In 2022, our Latinx students posted higher ELA results than their peers at every common resident school, and in 2023 they posted higher ELA results than their peers at seven of eight common resident schools
 - In 2022, our English Learners posted higher ELA results than their peers at every common resident school, and in 2023 they posted higher ELA results than their peers at six of eight common resident schools
 - In 2024, the first year the Dashboard included results for LTELs, our LTELs had higher ELA results than their peers at every common resident school
 - In 2022 and 2024, our SWD had higher ELA results than their peers at every common resident school, and in 2023 they had higher ELA results than seven of eight common resident schools
 - In 2022, our SED students recorded higher ELA results than their peers at every common resident school, and in 2023 they recorded higher ELA results than their peers at seven of eight common resident schools
- We anticipate that the 2025 Dashboard will show our school and numerically significant student groups making strong year-to-year progress in ELA
 - We anticipate that 2025 Dashboard will show our schoolwide ELA results improving year-to-year by 26.6 points
 - We anticipate that the 2025 Dashboard’s math indicator will show year-to-year gains of 27.1 points for Latinx students, 33.8 points for English Learners, 18.5 points for LTELs, 7.3 points for SWD, and 27.5 points for SED students
- Our 2024–25 i-Ready results in math and reading show every grade level and nearly every student group making one year’s progress

We’re also making remarkable community progress. When East L.A. was hit hard by Covid-19, our school stepped up with free vaccination clinics. Last year, we provided free vision screenings and eyeglasses to all of our students. We partnered with AltaMed to offer free dental clinics — including initial screenings, x-rays, and follow-up treatment. We also worked hard to keep East L.A. civically engaged and connected. Our school was the site of a flex vote center during the 2020 election. We launched a chapter of the National Junior Honor Society, through which students organized a Thanksgiving donation drive and a Community Garage Sale Fundraiser. We connect our families to the wider East L.A. community through regular participation in the Mexican Independence Day Parade, the East L.A. Farmers Market, and the Boyle Heights Munchkin Run & 5K. We also engage, support, and empower our

families through KIPP SoCal’s Back-to-School Resource Fair, Coffee With Admin meetings, and our Community Voices Coalition. These sustained efforts led the California Department of Education (“CDE”) to award KIPP Innovation a \$1.425 million Community Schools Implementation Grant to build on our partnerships and student-support services.

Our commitment to community progress is further reflected in our vibrant school facility. In 2019, after using a combination of Prop-39 co-locations and temporary leased facilities, we moved into our permanent campus at 4240 East Olympic Boulevard. The facade of our three-story building features our green and yellow school colors. Our facility has 42,500 square feet of space, with 22 classrooms, a multipurpose room, and speciality art, music, and innovation labs. The campus is a lasting, physical symbol of our commitment to East L.A.’s families.

Our progress in academic performance and community impact merits a five-year renewal. It is clearly in the best interest of students — and the wider East L.A. community — to keep KIPP Innovation open for years to come.

In the subsections below, we provide deeper reflections on our school’s progress in academic performance and community impact. We also detail our plans to reduce chronic absenteeism, improve the ELPI, and continue progress in ELA and math.

Academic Performance

This subsection highlights KIPP Innovation’s successes in academic performance. As we explain below, recent Dashboard results make our school eligible for a five-year renewal term. From 2022 to 2024, our ELPI was consistently higher than the state. And, over the same period, our math and ELA results were consistently higher than the common resident schools that our students would otherwise attend. Most recently, in the 2024–25 school year, every grade level — and nearly every student group within each grade level — made more than one year’s progress on their i-Ready math and reading assessments. Based on internal estimates, we also anticipate that the 2025 Dashboard will show substantial improvement on our ELPI, math, and ELA results.

Our students’ achievement and progress is what makes KIPP Innovation a valuable educational option for East L.A. families. If the chartering authority grants us a five-year renewal term, we can build on our success.

a. KIPP Academy of Innovation’s charter is eligible for a five-year renewal term.

The tables below show the 2023 and 2024 Dashboard results for KIPP Innovation. The tables include results for chronic absenteeism (“Chronic Abs.”), suspensions (“Susp. Rate”), ELA, math, and the ELPI. The results are disaggregated by KIPP Innovation’s numerically significant student groups, which include: Latinx students, English Learners, Students with Disabilities (“SWD”), and Socioeconomically Disadvantaged students (“SED”).

KIPP Innovation 2023 California School Dashboard Results					
Student Group	Chronic Abs.	Susp. Rate	ELA	Math	ELPI

All Students	30.6%	0%	-31.1	-63.2	–
Latinx	29.9%	0%	-31.5	-63.7	–
English Learners	26.1%	0%	-74.2	-104.6	62.9%
SWD	38%	0%	-98.9	-131	–
SED	30.5%	0%	-35.5	-66.2	–

KIPP Innovation 2024 California School Dashboard Results					
Student Group	Chronic Abs.	Susp. Rate	ELA	Math	ELPI
All Students	25.4%	1.4%	-53.3	-84.4	–
Latinx	24.9%	1.4%	-54.2	-84.7	–
English Learners	26.7%	2.8%	-87.7	-120.2	38.3%
LTEls	25%	1.8%	-104.9	-146.1	38.5%
SWD	29.9%	1.3%	-90.9	-130	–
SED	25.8%	1.6%	-57.1	-88.8	–

Based on these Dashboard results, KIPP Innovation is in the middle-performing category for the purpose of renewal. Therefore, our school is presumptively eligible for a five-year renewal term. Denying our renewal petition would require the chartering authority to issue written findings of fact. These written findings would need to establish that the chartering authority’s decision gave “greater weight to academic performance.” In addition, the written findings would need to establish that our school “failed to meet or make sufficient progress toward meeting standards that provide a benefit to [students],” and closure is “in the best interest of [students].”³

The subsections below show that KIPP Innovation is making sufficient academic progress to the benefit of our students. We are especially proud to report that we anticipate strong year-to-year improvement on the 2025 Dashboard’s math and ELA indicators. Closing our school would be a devastating blow to our students’ hard-won gains.

b. KIPP Innovation’s English Learner Progress Indicator is consistently higher than the statewide average, and we anticipate that it will improve by 11.2 percentage points in 2025.

³ California Education Code Section 47607.2, https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47607.2.&nodeTreePath=2.3.2.2&lawCode=EDC.

The Dashboard’s ELPI tracks the percentage of English Learners who either (1) progressed at least one level, or (2) maintained a level 4 on their summative English Language Proficiency Assessments for California (“ELPAC”). In 2022 and 2023, KIPP Innovation’s ELPI was higher than the state. After a decline in 2024, we anticipate that our ELPI will reach approximately 49% on the 2025 Dashboard. If recent trends hold, we anticipate that our ELPI will be higher than the statewide average.

The subsections below take a closer look at our ELPI data.

- i. On two of the last three Dashboards, KIPP Innovation posted a higher English Learner Progress Indicator than the state.***

KIPP Innovation posted a higher ELPI than the state on two of the last three Dashboards. The table below draws out these comparisons:

Comparing Results on the English Learner Progress Indicator			
Year	KIPP Innovation’s ELPI	Statewide ELPI	KIPP Innovation to State Comparison
2022	50.6%	50.3%	Higher
2023	62.9%	48.7%	Higher
2024	38.3%	45.7%	Lower

On the 2022 Dashboard, KIPP Innovation had an ELPI of 50.6%, while the state trailed just behind at 50.3%. In 2023, our ELPI increased to 62.9%, while the state’s ELPI decreased to 48.7%. But, in 2024, our ELPI decreased to 38.3%, trailing the state by 7.4 percentage points.

- ii. In 2025, KIPP Innovation’s English Learner Progress Indicator improved by 11.2 percentage points.***

We anticipate that our 2025 ELPI will increase by 11.2 percentage points in 2025. The table below shows our year-to-year improvement:

KIPP Innovation’s Recent Improvement on English Learner Progress Indicator		
2024	2025	Year-to-Year Improvement
38.3%	49.5%	+11.2 Percentage Points

Our internal data forecasts that our ELPI will rise to 49.5% on the 2025 Dashboard. At the time of writing this renewal petition, statewide ELPI results for 2025 were unavailable. However, KIPP Innovation’s forecasted ELPI of 49.5% is 0.8 percentage points higher than the state’s ELPI in 2023, and 3.8 percentage points higher than the state’s ELPI in 2024. Therefore, if recent statewide trends hold, it is

likely that KIPP Innovation’s ELPI will return to keeping pace with the state, and it might even jump ahead.

Approximately 21% of our students are English Learners, so their progress in English-language acquisition is critical to their success in high school, college, and beyond.

c. KIPP Innovation’s math results are consistently higher than our students’ common resident schools.

Math proficiency is essential to giving every child the freedom to create the future they want for themselves and their community. The National Mathematics Advisory Panel found that success in math opens “college and career options, and it increases prospects for future income.”⁴ The Bureau of Labor Statistics agrees. It projects that math occupations will “grow much faster than the average for all occupations from 2022 to 2023,” with “about 33,500 openings projected each year.” Importantly, these are good-paying jobs. The median annual wage in math occupations was \$101,460 in May 2023, far higher than the median annual wage for all occupations, which stood at \$48,060.⁵

From 2022 to 2024, KIPP Innovation’s math results were consistently higher than a majority of our students’ common resident schools. For this analysis, a “common resident school” is a school to which 2% or more of our students are assigned based on their home address. In total, 66.52% of KIPP Innovation’s students are assigned to one of the common resident schools listed in the tables below. Compared to these common resident schools, we not only achieve higher schoolwide math results, but also higher student-group math results.

The subsections below detail our comparative success in math achievement.

i. KIPP Innovation’s schoolwide math results are higher than most of our students’ common resident schools.

The table here compares KIPP Innovation’s recent schoolwide math performance to our students’ common resident schools:

Comparing Math Results to Common Resident Schools					
Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5-8)	–	–	-56.7	-63.2	-84.4
Robert Louis Stevenson (6-8)	0.77	27.68%	-113.7	-103.1	-95.5
Griffith MS STEAM Magnet	1.46	13.30%	-96.2	-94.1	-83

⁴ U.S. Dep’t of Education, National Mathematics Advisory Panel: Final Report (2008) at xii, <https://files.eric.ed.gov/fulltext/ED500486.pdf>.

⁵ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: Math Occupations, <https://www.bls.gov/ooh/math/>.

(6-8)					
Eastmont Intermediate (MUSD, 6-8)	2.35	6.01%	-114	-105.9	-113.9
Belvedere MS (6-8)	1.46	5.15%	-100.8	-91.2	-90.7
Montebello Intermediate (MUSD, 6-8)	3.70	5.15%	-115.7	-116.4	-112.5
4th Street ES (2-5)	1.80	3.65%	-77.7	-70	-69.9
Hollenbeck MS (6-8)	2.15	2.79%	-66.8	-73.2	-57.3
Eastman Avenue ES (K-5)	0.18	2.79%	-93.2	-84.9	-89.9
Is the Charter School’s math performance equal to or better than common resident schools?			8 of 8	8 of 8	5 of 8

We see that KIPP Innovation’s math results were higher than all eight common resident schools in 2022 and 2023, and higher than five of eight in 2024.

If the chartering authority closes our school, many of our students would be assigned to common resident schools with lower math scores. Using 2024 results as a basis of comparison, KIPP Innovation’s math scores were higher than those of Robert Louis Stevenson College and Career Preparatory, Eastmont Intermediate, Belvedere Middle School, Montebello Intermediate, and Eastman Avenue Elementary School. These are the common resident schools of more than 200 KIPP Innovation students. They deserve the freedom to choose a public school with higher math results.

As we see below, KIPP Innovation’s student groups are also outperforming their peers at most common resident schools.

ii. KIPP Innovation’s numerically significant student groups have higher math results than their peers at most common resident schools.

The subsections below walk through the math results of our numerically significant student groups. We see that our Latinx students, English Learners, LTELs, SWD, and SED students consistently have higher math results than their peers at common resident schools.

A. KIPP Innovation’s Latinx students have higher math results than their peers at most common resident schools.

Unsurprisingly, since 98.1% of our students are Latinx, their math results closely track schoolwide results. The table here compares their math performance to Latinx students at common resident schools:

Comparing Math Results of Latinx Students to Peers at Common Resident Schools					
Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5–8)	–	–	-57.8	-63.7	-84.7
Robert Louis Stevenson (6–8)	0.77	27.68%	-114	-103	-95.5
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	-94.9	-94.2	-83.8
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	-115.9	-107.2	-115.6
Belvedere MS (6–8)	1.46	5.15%	-100.6	-91.2	-90.3
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	-116	-117	-113.7
4th Street ES (2–5)	1.80	3.65%	-75.8	-70.1	-70.5
Hollenbeck MS (6–8)	2.15	2.79%	-66.1	-73.3	-58.9
Eastman Avenue ES (K–5)	0.18	2.79%	-92.9	-69.8	-89.9
Are the Charter School’s math results for Latinx students equal to or better than their peers at common resident schools?			8 of 8	8 of 8	5 of 8

Similar to our schoolwide results, we see that our Latinx students outperformed their peers in math at all eight common resident schools in 2022 and 2023, and five of eight in 2024. If the chartering authority closes our school, many of our Latinx students will be assigned to common resident schools where their peers achieve lower math results.

B. KIPP Innovation’s English Learners have higher math results than their peers at most common resident schools.

In 2024–25, 22.5% of our students were English Learners, which was slightly higher than LAUSD’s English Learner population of 18.6%. The table below compares the math results of our English Learners to their peers at common resident schools:

Comparing Math Results of English Learners to Peers at Common Resident Schools
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Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5–8)	–	–	-98.4	-104.6	-120.2
Robert Louis Stevenson (6–8)	0.77	27.68%	-153.6	-148	-138.8
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	-151.5	-145.1	-123
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	-128.2	-111.8	-126.8
Belvedere MS (6–8)	1.46	5.15%	-159.5	-141.6	-145.4
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	-138.1	-139.6	-144.1
4th Street ES (2–5)	1.80	3.65%	-94.1	-85.6	-75.9
Hollenbeck MS (6–8)	2.15	2.79%	-131.2	-133.5	-114.6
Eastman Avenue ES (K–5)	0.18	2.79%	-98.9	-85.1	-86.7
Are the Charter School’s math results for English Learners performing equal to or better than their peers at common resident schools?			7 of 8	6 of 8	6 of 8

In 2022, 2023, and 2024, our English Learners posted higher math results than their peers at common resident schools. This data point is further evidence that it is in the best interest of students — and the wider East Los Angeles community — to renew KIPP Innovation’s charter for a five-year term.

C. KIPP Innovation’s Long-Term English Learners have higher math results than their peers at every common resident school.

2024 was the first year that the Dashboard included math results for LTELs. In 2024–25, 17.2% of KIPP Innovation’s Ever-English-Learners were LTELs, as compared to 5.9% of LAUSD’s Ever-English-Learners.⁶ The table below compares the math results of our LTELs to their peers at common resident schools:

Comparing Math Results of Long-Term English Learners to Peers at Common Resident Schools

⁶ California Department of Education, *DataQuest: 2024–25 “At-Risk” and Long-Term English Learners (LTEL) by Grade*, KIPP Academy of Innovation Report (19-64733-0128512), <https://dq.cde.ca.gov/dataquest/longtermel/EverEIType.aspx?cds=19647330128512&agglevel=School&year=2024-25>.

Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024 (DFS)
Innovation (5–8)	–	–	–	–	-146.1
Robert Louis Stevenson (6–8)	0.77	27.68%	–	–	-174
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	–	–	-165.2
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	–	–	-181.1
Belvedere MS (6–8)	1.46	5.15%	–	–	-181.8
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	–	–	-196
4th Street ES (2–5)	1.80	3.65%	–	–	–
Hollenbeck MS (6–8)	2.15	2.79%	–	–	-166.7
Eastman Avenue ES (K–5)	0.18	2.79%	–	–	–
Are the Charter School’s math results for Long-Term English Learners equal to or better than their peers at common resident schools?			–	–	6 of 6

In 2024, KIPP Innovation’s LTELs had higher math results than their peers at every common resident school. Their math scores were 49.9 points higher than their peers at Montebello Intermediate; 35.7 points higher than their peers at Belvedere Middle School; 35 points higher than Eastmont Intermediate; 27.9 points higher than Robert Louis Stevenson College and Career Preparatory; 20.6 points higher than Hollenbeck Middle School; and 19.1 points higher than Griffith Middle School STEAM Magnet. Closure would not only displace our LTELs, it would send many of them to common resident schools where LTELs achieve lower math results.

D. KIPP Innovation’s Students With Disabilities consistently surpass the math results of their peers at common resident schools.

In 2024–25, 15.5% of KIPP Innovation’s students were SWD.⁷ The table below compares the math performance of our SWD to their peers at common resident schools:

⁷ California Department of Education, *DataQuest: 2024–25 Enrollment by Subgroup*, KIPP Academy of Innovation Report (19-64733-0128512), <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647330128512&aggllevel=school&year=2024-25>.

Comparing Math Results of SWD to Peers at Common Resident Schools					
Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5–8)	–	–	-114	-131	-130
Robert Louis Stevenson (6–8)	0.77	27.68%	-163.1	-159.6	-152
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	-185.3	-169.5	-153.7
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	-202	-188	-197.4
Belvedere MS (6–8)	1.46	5.15%	-165.7	-159.7	-155.7
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	-188.8	-191.4	-193.8
4th Street ES (2–5)	1.80	3.65%	-173.4	-149	-136.9
Hollenbeck MS (6–8)	2.15	2.79%	-176.8	-171.2	-144.9
Eastman Avenue ES (K–5)	0.18	2.79%	-140.9	-119.1	-139.3
Are the Charter School’s math results for Students With Disabilities equal to or better than their peers at common resident schools?			8 of 8	7 of 8	8 of 8

Our SWD consistently achieve higher math results than their peers at common resident schools. In 2022, their math results were higher than their peers at all eight common resident schools. In 2023, their math results were higher than their peers at seven of eight common resident schools. And, in 2024, their math results were once again higher than their peers at all eight common resident schools. Their comparative success is another reason why it is in the best interest of students to renew KIPP Innovation’s charter for a five-year term.

E. KIPP Innovation’s Socioeconomically Disadvantaged students consistently achieve higher math results than their peers at common resident schools.

In 2024–25, 88.7% of KIPP Innovation’s students were SED, as compared to 82.4% of students across LAUSD.⁸ The table below compares the math performance of our SED students to their peers at common resident schools:

Comparing Math Results of SED Students to Peers at Common Resident Schools					
Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5–8)	–	–	-62.4	-66.2	-88.8
Robert Louis Stevenson (6–8)	0.77	27.68%	-115.4	-105.3	-94.9
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	-99.1	-97.3	-84.5
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	-115.1	-105.8	-114.9
Belvedere MS (6–8)	1.46	5.15%	-102.5	-92.8	-93.3
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	-117.9	-120.2	-113.4
4th Street ES (2–5)	1.80	3.65%	-81	-73.9	-72.6
Hollenbeck MS (6–8)	2.15	2.79%	-67.8	-75.5	-58.8
Eastman Avenue ES (K–5)	0.18	2.79%	-93.6	-70.3	-89.6
Are the Charter School’s math results for SED students equal to or better than their peers at common resident schools?			8 of 8	8 of 8	5 of 8

Math results from 2022, 2023, and 2024 show our SED students consistently outperforming their peers at common resident schools. Our SED students had higher math results than their peers at all eight common resident schools in 2022 and 2023. And, in 2024, they had higher math results than their peers at five of eight common resident schools. If the chartering authority closes KIPP Innovation, many of our SED students will be displaced to common resident schools with weaker math scores. It is in their best interest to keep our school open.

⁸ California Department of Education, *DataQuest: 2024–25 Enrollment by Subgroup*, KIPP Academy of Innovation Report (19-64733-0128512), <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647330128512&aggllevel=school&year=2024-25>; see also California Department of Education, *DataQuest: 2024–25 Enrollment by Subgroup for Charter and Non-Charter Schools*, Los Angeles Unified Report (19-64733), <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=1964733&aggllevel=district&year=2024-25>.

d. On the 2025 Dashboard, KIPP Innovation and its numerically significant student groups will make strong year-to-year progress in math.

By the time LAUSD’s Board of Education votes on this renewal petition, the 2025 Dashboard will be released. The table below shares our anticipated progress in math:

2024 to 2025 Progress in Math			
	2024 (DFS)	2025 (DFS)	Progress (DFS)
All Students	-84.4	-73.1	+11.3
Latinx	-84.7	-73.3	+11.4
English Learners	-120.2	-98.0	+22.2
LTEs	-146.1	-145.3	+0.8
SWD	-130	-127.5	+2.5
SED	-88.8	-76.0	+12.8

We anticipate that the 2025 Dashboard will show strong gains in our schoolwide math results, with our students making a year-to-year advance of 11.3 points. This data point demonstrates KIPP Innovation’s ability to accelerate gains in math achievement, which is exactly what we will need to do in the years ahead.

Our year-to-year math progress is also reflected across our numerically significant student groups. Latinx students improved by 11.4 points; English Learners improved by 22.2 points; LTEs improved by 0.8 points; SWD improved by 2.5 points; and SED students improved by 12.8 points. This progress is proof of our ability to accelerate math achievement.

Closing KIPP Innovation would disrupt our students’ progress in math. The University of Chicago’s Consortium on School Research examined the impact of school closures on student achievement. It found that displaced students “experienced a long-term negative impact on their math test scores.”⁹ In the year leading up to closures, displaced students scored about two months behind a control group in math. This gap persisted four years after closures.

Rather than putting our students’ hard-won progress at risk, the chartering authority should renew KIPP Innovation’s charter for a five-year term.

⁹ Molly F. Gordon, Marisa de la Torre, Jennifer R. Cowhy, Paul T. Moore, Lauren Sartain, and David Knight, *School Closings in Chicago: Staff and Student Experiences and Academic Outcomes*, University of Chicago Consortium on School Research (2018), <https://consortium.uchicago.edu/sites/default/files/2018-10/School%20Closings%20in%20Chicago-May2018-Consortium.pdf>, 5.

e. KIPP Innovation has consistently outperformed common resident schools in ELA.

ELA is the foundation of a child’s reading skills and college readiness. After third grade, children read to learn. They use their reading skills “to gain more information in subjects such as math and science, to solve problems, to think critically about what they are learning, and to act upon and share that knowledge in the world around them.”¹⁰ That makes ELA achievement critically important to KIPP Innovation’s mission of preparing students with the skills and confidence to pursue the paths they choose — college, career, and beyond — so they can lead fulfilling lives and create a more just world.

Between 2022 and 2024, KIPP Innovation’s ELA results were consistently higher than common resident schools — schools to which 2% or more of our students are assigned based on their home address. As we note above, about two-thirds of our students are assigned to these common resident schools in and around East L.A.

The subsections that follow draw two conclusions from recent Dashboard data. First, KIPP Innovation’s schoolwide ELA results often surpass common resident schools. And second, KIPP Innovation’s numerically significant student groups generally achieve higher ELA results than their peers at these schools.

i. KIPP Innovation’s schoolwide ELA results often surpass common resident schools.

The table below compares KIPP Innovation’s recent ELA results to common resident schools:

Comparing ELA Results to Common Resident Schools					
Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5–8)	–	–	-9.6	-31.1	-53.3
Robert Louis Stevenson (6–8)	0.77	27.68%	-45	-44.8	-42
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	-12.8	-31.2	-23
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	-40.6	-42.3	-46.7
Belvedere MS (6–8)	1.46	5.15%	-39.0	-51.9	-52.9
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	-43.5	-49.7	-39.4

¹⁰ *Early Warning! Why Reading by the End of Third Grade Matters*, Annie E. Casey Foundation, 9 (2010), https://assets.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf.

4th Street ES (2–5)	1.80	3.65%	-50	-44.9	-43
Hollenbeck MS (6–8)	2.15	2.79%	-24.9	-41.9	-32.3
Eastman Avenue ES (K–5)	0.18	2.79%	-72.6	-69.5	-82.7
Is the Charter School’s ELA performance equal to or better than common resident schools?			8 of 8	8 of 8	1 of 8

In 2022 and 2023, KIPP Innovation posted higher schoolwide ELA results than every common resident school. In some cases, our school established leads of between 20 and 63 DFS points. This demonstrable difference helps explain why our enrollment figures have exceeded 98% of our charter’s stated capacity.

In 2024, our school only surpassed one common resident school — Eastman Avenue Elementary — in ELA achievement. However, as we discuss below, our internal data suggests that ELA achievement rebounded significantly in 2025, with a year-to-year gain of approximately 26.6 points. That sizable progress will increase our schoolwide DFS in ELA to -26.7, and likely put us ahead of most common resident schools.

ii. KIPP Innovation’s numerically significant student groups typically report higher ELA results than their peers at common resident schools.

The subsections below outline the ELA results of KIPP Innovation’s numerically significant student groups. We see that our Latinx students, English Learners, LTELs, SWD, and SED students consistently have higher ELA results than their peers at common resident schools. This achievement data is further evidence of our “progress toward meeting standards that provide a benefit to [students].”¹¹ It is also further evidence that closing KIPP Innovation would be against the best interest of students.

A. KIPP Innovation’s Latinx students consistently post higher ELA results than their peers at common resident schools.

98.1% of our students identify as Latinx, so their ELA results closely track our schoolwide results. The table below compares their ELA performance to peers at common resident schools:

Comparing ELA Results of Latinx Students to Peers at Common Resident Schools					
Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5–8)	–	–	-10.4	-31.5	-54.2

¹¹ California Education Code Section 47607.2(b)(6), https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47607.2.&nodeTreePath=2.3.2.2&lawCode=EDC.

Robert Louis Stevenson (6–8)	0.77	27.68%	-45.5	-45.3	-41.9
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	-11.9	-31	-22.7
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	-42.6	-43.1	-48
Belvedere MS (6–8)	1.46	5.15%	-40	-51.4	-52.7
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	-44.1	-51	-40.3
4th Street ES (2–5)	1.80	3.65%	-47.9	-44.8	-43.6
Hollenbeck MS (6–8)	2.15	2.79%	-24.7	-42.1	-34.1
Eastman Avenue ES (K–5)	0.18	2.79%	-72.3	-69.8	-82.5
Are the Charter School’s ELA results for Latinx students equal to or better than their peers at common resident schools?			8 of 8	7 of 8	1 of 8

Similar to our schoolwide results, our Latinx students outperformed their peers at all eight common resident schools in 2022, and seven of eight in 2023. After a dip in ELA performance in 2024, our Latinx students only outperformed their peers at Eastman Avenue Elementary.

We are proud to report that internal data forecasts an increase in ELA achievement for Latinx students. On the 2025 Dashboard, we anticipate that Latinx students will reach a DFS of -27.1 in ELA, which amounts to year-to-year growth of 27.1 points. Our progress will likely result in our Latinx students once again outpacing their peers at the majority of common resident schools.

In light of our Latinx students’ comparatively high achievement and recent progress, it would be against their interest to close KIPP Innovation.

B. More often than not, KIPP Innovation’s English Learners have earned higher ELA results than their peers at common resident schools.

As noted above, 22.5% of our students are English Learners. The table below compares their recent ELA results to their peers at common resident schools:

Comparing ELA Results of English Learners to Peers at Common Resident Schools

Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5–8)	–	–	-54.7	-74.2	-87.7
Robert Louis Stevenson (6–8)	0.77	27.68%	-99.6	-93.7	-89.4
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	-65.2	-94.5	-67.6
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	-60.9	-55.9	-60
Belvedere MS (6–8)	1.46	5.15%	-100.4	-115.8	-105.9
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	-72.1	-81	-66.6
4th Street ES (2–5)	1.80	3.65%	-75.6	-72.9	-63.1
Hollenbeck MS (6–8)	2.15	2.79%	-88.1	-113.2	-82.6
Eastman Avenue ES (K–5)	0.18	2.79%	-82.9	-85.1	-80.6
Are the Charter School’s ELA results for English Learners equal to or better than their peers at common resident schools?			8 of 8	6 of 8	2 of 8

In 2022, our English Learners had higher ELA results than every common resident school. In some cases, their ELA results were substantially higher. They scored 45.7 points above their peers at Belvedere Middle; 44.9 points above their peers at Robert Louis Stevenson College & Career Prep; 33.4 points above their peers at Hollenbeck Middle; 28.2 points above their peers at Eastman Avenue Elementary; and 20.9 points above their peers at 4th Street Elementary.

In 2023, our English Learners had higher results than their peers at six of eight common resident schools. And, once again, their ELA results were sometimes substantially higher. They scored 41.6 points above their peers at Belvedere Middle; 39 points above their peers at Hollenbeck Middle; and 20.3 points above their peers at Griffith Middle School STEAM Magnet.

Similar to our other student groups, our English Learners declined in ELA in 2024 and bounced back in 2025. We estimate that they will achieve a DFS of -53.9 on the 2025 Dashboard’s ELA indicator. Their year-to-year progress will be an improvement of 33.8 points, which will likely result in our English Learners reestablishing their lead over peers at a majority of common resident schools.

These ELA results of English Learners demonstrate the need to keep KIPP Innovation open for East L.A. — a community where roughly 41% of the population is foreign-born and 84.1% speak a language other than English at home.¹²

C. In 2024, KIPP Innovation’s Long-Term English Learners outperformed their peers in ELA at every common resident school.

As noted above, 2024 was the first year that the Dashboard included results for LTELs. The table below compares their ELA results to peers at common resident schools:

Comparing ELA Results of Long-Term English Learners to Peers at Common Resident Schools					
Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024 (DFS)
Innovation (5–8)	–	–	–	–	-104.9
Robert Louis Stevenson (6–8)	0.77	27.68%	–	–	-110.7
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	–	–	-105.9
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	–	–	-120.1
Belvedere MS (6–8)	1.46	5.15%	–	–	-128.8
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	–	–	-110.2
4th Street ES (2–5)	1.80	3.65%	–	–	–
Hollenbeck MS (6–8)	2.15	2.79%	–	–	-115.2
Eastman Avenue ES (K–5)	0.18	2.79%	–	–	–
Are the Charter School’s ELA results for Long-Term English Learners equal to or better than their peers at common resident schools?			–	–	6 of 6

Our LTELs had higher ELA results than their peers at every common resident school. This data point is additional evidence of why our school is a valuable educational option to East L.A. families — particularly those who are immigrants.

¹² See United States Census Bureau, Zip Code Tabulation Area: 90023, https://data.census.gov/profile/ZCTA5_90023?g=860XX00US90023#populations-and-people.

We anticipate our LTELs will make strong ELA gains on the 2025 Dashboard. Our internal data predicts that their average DFS in ELA will reach -86.4, a year-to-year improvement of 18.5 points. The families of LTELs deserve a school where children like theirs are making strong progress in ELA.

D. From 2022 to 2024, KIPP Innovation’s Students With Disabilities achieved higher ELA results than nearly every common resident school.

SWD comprise 15.5% of KIPP Innovation’s student population. In the table below, we compare their ELA performance to peers at common resident schools:

Comparing ELA Results of SWD to Peers at Common Resident Schools					
Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5–8)	–	–	-73.1	-98.9	-90.9
Robert Louis Stevenson (6–8)	0.77	27.68%	-107	-92.4	-101.4
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	-93.5	-110.9	-98.1
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	-160.9	-149.7	-141.7
Belvedere MS (6–8)	1.46	5.15%	-113	-130.5	-126.3
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	-138.1	-137.9	-129.6
4th Street ES (2–5)	1.80	3.65%	-129.8	-147.4	-126.8
Hollenbeck MS (6–8)	2.15	2.79%	-128.7	-135.2	-128.7
Eastman Avenue ES (K–5)	0.18	2.79%	-125	-120	-120.9
Are the Charter School’s ELA results for Students With Disabilities equal to or better than their peers at common resident schools?			8 of 8	7 of 8	8 of 8

On the past three published Dashboards, our SWD had higher ELA results than their peers at common resident schools in nearly every instance. In 2022, they had higher ELA results than their peers at every common resident school. In 2023, they had higher ELA results than their peers at seven of eight

common resident schools. And, in 2024, they had higher ELA results than their peers at every common resident school.

In many cases, our SWD outperformed their peers in ELA by a wide margin. In 2022, the year our SWD posted their highest ELA results, they scored 87.8 points higher than their peers at Eastmont Intermediate; 65 points higher than their peers at Montebello Intermediate; 56.7 points higher than their peers at 4th Street Elementary; 55.6 points higher than their peers at Hollenbeck Middle School; 51.9 points higher than their peers at Eastman Avenue Elementary; 39.9 points higher than Belvedere Middle; 33.9 points higher than their peers at Robert Louis Stevenson Career & College Prep; and 20.4 points higher than their peers at Griffith Middle School STEAM Magnet.

Our SWD maintained similarly wide margins in ELA in 2024. They scored 50.8 points higher than their peers at Eastmont Intermediate; 38.7 points higher than their peers at Montebello Intermediate; 37.8 points higher than their peers at Hollenbeck Middle; 35.9 points higher than their peers at 4th Street Elementary; and 35.4 points higher than their peers at Belvedere Middle.

Internal data suggests that the ELA results of SWD will further improve on the 2025 Dashboard. We anticipate they will achieve a DFS of -83.6. Therefore, it is likely that they will maintain their lead over peers at common resident schools.

Given our SWD’s comparative success in ELA — and math, as we discuss above — it is in their best interest for the chartering authority to renew KIPP Innovation’s charter for a five-year term. If our school were to close, many of them would be assigned to common resident schools where their peers are achieving lower results.

E. KIPP Innovation’s Socioeconomically Disadvantaged students typically achieve higher ELA results than their peers at common resident schools.

The table below compares KIPP Innovation’s SED students to their peers at common resident schools:

Comparing ELA Results of SED Students to Peers at Common Resident Schools					
Common Resident School	Miles From KAI	% of KAI Students	2022	2023	2024
Innovation (5–8)	–	–	-14.1	-35.5	-57.1
Robert Louis Stevenson (6–8)	0.77	27.68%	-46.2	-46.6	-42.1
Griffith MS STEAM Magnet (6–8)	1.46	13.30%	-15.9	-34.9	-25
Eastmont Intermediate (MUSD, 6–8)	2.35	6.01%	-41.8	-44.4	-45.6

Belvedere MS (6–8)	1.46	5.15%	-39.6	-52.9	-54.6
Montebello Intermediate (MUSD, 6–8)	3.70	5.15%	-41.7	-52.6	-40.8
4th Street ES (2–5)	1.80	3.65%	-55.7	-50.1	-44.8
Hollenbeck MS (6–8)	2.15	2.79%	-26.1	-45	-33
Eastman Avenue ES (K–5)	0.18	2.79%	-74	-70.3	-82.1
Are the Charter School’s ELA results for SED students equal to or better than their peers at common resident schools?			8 of 8	7 of 8	1 of 8

88.7% of our students are SED, so their ELA performance predictably tracks our schoolwide results. In 2022, they outpaced their peers at every common resident school. And, in 2023, they outpaced their peers at seven of eight common resident schools.

Although our SED students fell behind the pack in 2024, we anticipate that they will bounce back on the 2025 Dashboard. Our internal data predicts that our SED students will achieve a DFS of -29.6. That is a year-to-year improvement of 27.5 points, which will likely be enough to exceed the ELA achievement of peers at a majority of common resident schools.

The recent ELA performance of our SED students and other numerically significant student groups merits renewal for a five-year term. It is in the best interest of our students — and the wider East L.A. community — to keep KIPP Innovation open.

f. The 2025 Dashboard will show KIPP Innovation and its numerically significant student groups making strong year-to-year progress in ELA.

The state will likely publish the 2025 Dashboard around mid-November, about two months before LAUSD’s Board of Education will vote on renewing KIPP Innovation’s charter. As noted above, we are anticipating strong gains in ELA. The table below previews our school’s anticipated progress:

2024 to 2025 Progress in ELA			
	2024 (DFS)	2025 (DFS)	Progress (DFS)
All Students	-53.3	-26.7	+26.6
Latinx	-54.2	-27.1	+27.1
English Learners	-87.7	-53.9	+33.8

LTEs	-104.9	-86.4	+18.5
SWD	-90.9	-83.6	+7.3
SED	-57.1	-29.6	+27.5

Our preliminary data predicts that the 2025 Dashboard will show KIPP Innovation making dramatic gains in ELA. We expect to see schoolwide ELA achievement increase by 26.6 points. Among numerically significant student groups, we anticipate Latinx students’ ELA achievement will increase by 27.1 points; English Learners’ ELA achievement will increase by 33.8 points; LTEs’ ELA achievement will increase by 18.5 points; SWD’s ELA achievement will increase by 7.3 points; and SED students’ ELA achievement will increase by 27.5 points.

As discussed above, these increases in ELA achievement will likely put our school and our student groups ahead of common resident schools. It is also likely that these increases in ELA achievement will catapult our student groups ahead of their statewide peers.

At the time of writing this renewal petition, we didn’t have access to statewide Dashboard results for 2025. But we can compare KIPP Innovation’s anticipated 2025 ELA results to statewide performance last year. Since 2022, statewide ELA achievement has been fairly stable, so the comparisons in the table below give us a sense of how our school and student groups might stack up in 2025:

Comparing KIPP Innovation’s Anticipated ELA Results to the State’s Past Performance			
Statewide ELA Results in 2024 (DFS)	KIPP Innovation’s ELA Anticipated ELA Results in 2025 (DFS)	Statewide ELA Results in 2024 (DFS)	Difference (DFS)
All Students	-26.7	-13.2	-14.3
Latinx	-27.1	-39.3	+12.2
English Learners	-53.9	-67.6	+13.7
LTEs	-86.4	-109.6	+23.2
SWD	-83.6	-95.6	+12
SED	-29.6	-40.9	+11.3

Barring unprecedented statewide gains on the 2025 Dashboard, it is likely that all of KIPP Innovation’s numerically significant student groups will outperform their statewide peers in ELA.

Closure would put our students’ ELA progress at risk. Studies show that school closures negatively impact reading achievement. The University of Chicago’s Consortium on School Research found that school closures resulted in displaced students scoring “roughly one and a half months behind in

reading,” as compared to a control group.¹³ It took two years for displaced students to catch up to their expected reading levels.¹⁴ Our students are still recovering from pandemic learning loss. They can’t afford another two-year setback in literacy skills — especially as they prepare to enter high school and college.

KIPP Innovation is a valuable educational option for East L.A. families. It is in the best interest of students — and the wider community — to renew our charter for a five-year term.

g. KIPP Innovation’s 2024–25 i-Ready data shows every grade level and most student groups making one year’s progress in math and reading.

In 2024–25, KIPP Innovation implemented i-Ready assessments to measure fall-to-spring academic growth. Every grade level and most student groups exceeded i-Ready’s growth targets for demonstrating one year’s progress in math and reading.

This data is compelling evidence that KIPP Innovation has met the Education Code’s call for charter schools to demonstrate “sufficient progress toward meeting standards that provide a benefit to [students].”¹⁵ Unlike the Dashboard’s math, ELA, and ELPI indicators, which measure academic *proficiency* and year-to-year change, i-Ready measures fall-to-spring academic *growth*. More specifically, i-Ready measures typical growth, which “provides a comparative — or normative — view of growth, answering how students are growing relative to comparable peers.”¹⁶ Our success on i-Ready is a reflection of our team’s ability to take meaningful action in improving academic outcomes.

We hope our i-Ready success will convince the chartering authority to give KIPP Innovation a chance to continue serving students in a five-year renewal term. The subsections below take a closer look at our i-Ready progress.

i. Every grade level and a majority of KIPP Innovation’s student groups made one year’s progress on their i-Ready math assessments in 2024–25.

i-Ready uses “typical growth” as the yardstick of students’ annual progress. In math, if the aggregation of students in grades K–5 has a median percent progress toward typical growth of 80% or greater, they have demonstrated one year of progress.¹⁷ For students in grades 6–8, if the aggregation of students has

¹³ Molly F. Gordon, Marisa de la Torre, Jennifer R. Cowhy, Paul T. Moore, Lauren Sartain, and David Knight, *School Closings in Chicago: Staff and Student Experiences and Academic Outcomes*, University of Chicago Consortium on School Research (2018), <https://consortium.uchicago.edu/sites/default/files/2018-10/School%20Closings%20in%20Chicago-May2018-Consortium.pdf>, 5.

¹⁴ *Id.* at 5.

¹⁵ California Education Code Section 47607.2(b)(6), https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47607.2.&nodeTreePath=2.3.2.2&lawCode=EDC.

¹⁶ California State Board of Education, *May 2023 Agenda: Item 02*, <https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx>, 30.

¹⁷ *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K–8: 2023–2024 School Year* (2023), Curriculum Associates, https://upload01.uocslive.com/CCSA/CACHARTER2024/CMS_CONTENTWIDGET_MODEL/CONTENT_WIDGET/305003297403729689/file.pdf?1710944218, 1; see also *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools in K–8: 2024–2025 School Year* (2024), Curriculum Associates, available on request.

a median percent progress toward typical growth of 60% or greater, they have demonstrated one year of progress.¹⁸

The table below walks through our school’s grade-level and student-group data from their i-Ready math assessments in 2024–2025:

i-Ready Diagnostic Growth Math 2024–25				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year’s Progress
Grade 5	100	Grades K–5: 80%	125%	Met
Latinx	100	Grades K–5: 80%	125%	Met
English Learners	27	Grades K–5: 80%	106%	Met
SWD	16	Grades K–5: 80%	125%	Met
SED	88	Grades K–5: 80%	125%	Met
Grade 6	125	Grades 6–8: 60%	79%	Met
Latinx	123	Grades 6–8: 60%	79%	Met
English Learners	28	Grades 6–8: 60%	79%	Met
SWD	21	Grades 6–8: 60%	50%	Not Met
SED	110	Grades 6–8: 60%	80%	Met
Grade 7	117	Grades 6–8: 60%	92%	Met
Latinx	113	Grades 6–8: 60%	92%	Met
English Learners	26	Grades 6–8: 60%	69%	Met
SWD	18	Grades 6–8: 60%	69%	Met
SED	105	Grades 6–8: 60%	92%	Met
Grade 8	120	Grades 6–8: 60%	126%	Met

¹⁸ Using *i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K–8: 2023–2024 School Year* (2023), Curriculum Associates, https://upload01.uocslive.com/CCSA/CACHARTER2024/CMS_CONTENTWIDGET_MODEL/CONTENT_WIDGET/305003297403729689/file.pdf?1710944218, 1; see also *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools in K–8: 2024–2025 School Year* (2024), Curriculum Associates, available on request.

Latinx	117	Grades 6–8: 60%	122%	Met
English Learners	22	Grades 6–8: 60%	75%	Met
SWD	14	Grades 6–8: 60%	75%	Met
SED	104	Grades 6–8: 60%	121%	Met

As shown in the table above, every grade level met i-Ready’s growth targets for demonstrating one year’s progress in math, and nearly every student group within each grade level met that mark as well. Our fifth- and eighth-grade results were particularly impressive. Our fifth graders exceeded the growth target for one year’s progress in math by 45 percentage points, and our eight graders exceeded it by 66 percentage points.

These i-Ready math results show that KIPP Innovation is making measurable progress toward academic standards that matter for students’ long-term success. A five-year renewal term is in the clear best interest of our students.

ii. Every grade level and every student group at KIPP Innovation exceeded one year’s progress on their i-Ready reading assessments in 2024–25.

In 2024–25, KIPP Innovation used i-Ready assessments to measure fall-to-spring growth in reading as well. Just like in math, i-Ready uses “typical growth” as the yardstick of students’ annual progress. However, there is a different threshold for the aggregation of students demonstrating one year’s growth in reading. For grades K–5, if the aggregation of students has a median percent progress toward typical growth of 75% or greater, they have demonstrated one year of progress.¹⁹ For grades 6–8, if the aggregation of students have a median percent progress toward typical growth of 45% or greater, they have demonstrated one year of progress.²⁰

The table below outlines our school’s grade-level and student-group data from i-Ready reading assessments in 2024–25:

i-Ready Diagnostic Growth Reading 2024–2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical	One Year’s Progress

¹⁹ Using *i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K–8: 2023–2024 School Year* (2023), Curriculum Associates, https://upload01.uocslive.com/CCSA/CACHARTER2024/CMS_CONTENTWIDGET_MODEL/CONTENT_WIDGET/30500329740372_9689/file.pdf?1710944218, 1; see also *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools in K–8: 2024–2025 School Year* (2024), Curriculum Associates, available on request.

²⁰ Using *i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K–8: 2023–2024 School Year* (2023), Curriculum Associates, https://upload01.uocslive.com/CCSA/CACHARTER2024/CMS_CONTENTWIDGET_MODEL/CONTENT_WIDGET/30500329740372_9689/file.pdf?1710944218, 1; see also *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools in K–8: 2024–2025 School Year* (2024), Curriculum Associates, available on request.

			Growth (Median)	
Grade 5	100	Grades K–5: 75%	154%	Met
Latinx	100	Grades K–5: 75%	154%	Met
English Learners	27	Grades K–5: 75%	155%	Met
SWD	16	Grades K–5: 75%	94%	Met
SED	88	Grades K–5: 75%	154%	Met
Grade 6	125	Grades 6–8: 45%	171%	Met
Latinx	123	Grades 6–8: 45%	171%	Met
English Learners	28	Grades 6–8: 45%	132%	Met
SWD	21	Grades 6–8: 45%	195%	Met
SED	110	Grades 6–8: 45%	168%	Met
Grade 7	118	Grades 6–8: 45%	160%	Met
Latinx	114	Grades 6–8: 45%	163%	Met
English Learners	26	Grades 6–8: 45%	156%	Met
SWD	18	Grades 6–8: 45%	182%	Met
SED	106	Grades 6–8: 45%	166%	Met
Grade 8	120	Grades 6–8: 45%	200%	Met
Latinx	117	Grades 6–8: 45%	200%	Met
English Learners	22	Grades 6–8: 45%	167%	Met
SWD	14	Grades 6–8: 45%	170%	Met
SED	104	Grades 6–8: 45%	207%	Met

The table shows every grade level and every student group far exceeding i-Ready’s growth targets for one year’s progress in reading. Fifth graders made more than double the growth required for one year’s progress. Sixth and seventh graders made more than triple the growth required for one year’s progress. Eighth graders made more than quadruple the growth required for one year’s progress. And the reading growth of student groups largely tracked grade-level progress.

Our i-Ready reading results are further evidence of measurable progress toward academic standards that matter for students’ long-term success. Closure would disrupt our students’ progress. A five-year renewal term for KIPP Innovation is in their best interest.

Additional Areas of Success

In this subsection, we highlight additional areas of success at KIPP Innovation. We first discuss KIPP Innovation’s success in securing its own permanent facility and how our track record in academics has driven up community demand. We next take a look at our success in keeping suspension rates lower than the statewide average. From there, we provide an overview of our success in partnering with local organizations to keep our community healthy, safe, and connected. We then close with a summary of KIPP Forward’s success in getting our students to and through college.

a. KIPP Innovation moved into its own vibrant permanent facility in 2019.

At the start of the current charter term, KIPP Innovation operated across three split-site facilities: a Prop-39 co-location at LAUSD’s Robert Louis Stevenson College & Career Prep, a school site at 5156 Whittier Boulevard, and our nearby main office at 5164 Whittier Boulevard. These sites allowed us to serve students well, but also reflected a common challenge for charter schools — the lack of a permanent home.

That changed in 2019, when KIPP Innovation moved into its own permanent facility at 4240 East Olympic Boulevard, bringing all of our families, students, and teachers together under one roof. Designed by the award-winning Berliner architectural firm, the 42,500 square-foot facility includes 22 classrooms, a multipurpose room, and speciality art, music, and innovation labs. Emblazoned in our green and yellow school colors, it is more than just a building; it is a long-term investment in East L.A., a visible affirmation that every child in our community deserves a joyful and academically excellent education.

b. KIPP Innovation’s high enrollment is a sign of community demand for our charter school.

KIPP Innovation’s high enrollment is clear evidence of high community demand for our charter school. The table below outlines our school’s recent enrollment figures as related to our charter’s stated enrollment capacity.

Recent Enrollment at KIPP Innovation²¹				
	2022	2023	2024	2025
Norm Day Enrollment	500	459	492	476
% of Enrollment Capacity	103.0%	94.6%	101.4%	98.1%

²¹ California Department of Education, *DataQuest: Enrollment Multi-Year Summary by Ethnicity*, KIPP Academy of Innovation Report (19-64733-0128512), <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=19647330128512&aggllevel=school&year=2024-25&ro=y>.

Going back to 2022, KIPP Innovation’s enrollment has been between 459 and 500 students, ranging between 94.6% and 103.0% of our charter’s stated enrollment capacity of 485 students. Our strong enrollment figures are a clear indicator of high community demand.

East L.A. families are looking at their children’s educational choices and voting with their feet. As we note above, KIPP Innovation’s math and ELA results typically surpass the majority of our students’ common resident schools.

c. KIPP Innovation has maintained low suspension rates.

Low suspension rates are another success of KIPP Innovation’s charter term. The table below compares the suspension rates of the state and KIPP Innovation from 2022 to 2024:

Year	State’s Suspension Rate	KIPP Innovation’s Suspension Rate	KIPP Innovation to State Comparison
2022	3.1%	0.8%	Lower
2023	3.5%	0.4%	Lower
2024	3.2%	1.4%	Lower

KIPP Innovation posted lower suspension rates than the state in 2022, 2023, and 2024. While the state’s suspension rates have come in between 3.1% and 3.5%, KIPP Innovation’s suspension rates have come in between 0.4% and 1.4%.

Our comparatively low suspension rates are a mark of KIPP Innovation’s success in implementing our charter’s key features. More specifically, it is a product of our high expectations; focus on character; highly skilled teachers and leaders; and our safe, structured and nurturing environment.

d. KIPP Innovation has a strong track record of community engagement and advocacy in East L.A.

Advocacy and Community Engagement is an innovative feature of KIPP Academy of Innovation. We describe the goal and purpose of our Advocacy and Community Engagement efforts in greater detail in the “Key and Innovative Features” section below. In short, KIPP SoCal’s Advocacy and Community Engagement team partners with KIPP Academy of Innovation and other KIPP SoCal schools to be active and trusted community partners who work to advance quality education and quality of life in our neighborhoods.

Throughout the charter term, our school has achieved notable successes in Advocacy and Community Engagement. Some highlights include:

- **Expanding Access to Vaccines in East L.A.** - The COVID-19 pandemic disproportionately impacted the East L.A. community, which had limited access to vaccines and one of the county's highest Covid-19 case and death rates.²² In 2021, KIPP Innovation stepped up to support by hosting a Covid-19 vaccination clinic. In a time of fear and confusion, we created a safe, welcoming space where families could take care of themselves and their loved ones.
- **Providing Free Vision Services to All Students** - In fall 2024, KIPP Innovation proudly partnered with Vision to Learn to bring access to vision care to all our students regardless of their health insurance status. Through this program, all of our students — 460 in total — received a vision screening during the school day. Those who needed further care were seamlessly connected to follow-up exams, and, if prescribed, students received free eyeglasses. This partnership provides essential services to our students and families at no cost. By integrating vision services into the school day, we reduce the burden on families by eliminating the need for parents to miss work for appointments. Students were able to receive care on campus and quickly return to class, minimizing disruptions to their learning and preserving valuable instructional time.
- **Hosting Free Dental Screenings to Students** - Through our partnership with AltaMed, we have organized dental clinics. In the spring of 2024, for example, our students received essential dental services such as initial screenings, x-rays, and follow-up treatments. By offering services during the school day, students received the care they needed while minimizing learning disruptions and preserving instructional time—an important part of supporting the whole child. Looking forward, we're working to extend this model beyond our KIPP families, bringing vital care to more residents across East L.A.
- **Sparkling Civic Engagement** - To boost civic engagement in East L.A., we partnered with the L.A. County Registrar-Recorder office to host an on-site flex vote center during the 2020 elections. This initiative reflects our commitment to fostering an informed and active electorate. This isn't just about one election—it's about embedding the practice of democracy into the places people already inhabit. And we're not stopping there. Looking ahead, we're eager to continue this partnership and will host another flex center for the upcoming general election. Additionally, in 2024, we launched a chapter of the National Junior Honor Society to instill leadership and civic responsibility in our students. So far, our student leaders have organized service projects and fundraisers, including organizing a Thanksgiving donation drive and hosting a Community Garage Sale Fundraiser, to support families and the broader community.

²² Rong-Gong Lin II, Luke Money, "Deaths among Latinos in L.A. County from COVID-19 rising at astonishing levels," Los Angeles Times (January 14, 2021), <https://www.latimes.com/california/story/2021-01-14/latino-black-and-poor-residents-suffer-dramatically-worsening-covid-death-rates>

- **Offering Enrichment Opportunities** - We proudly offer a vibrant array of student enrichment opportunities, drawing on the support of our community partners to deepen and enrich our students' learning experience. At KIPP Innovation, we celebrate diversity and inclusivity through assemblies that honor a variety of cultures and heritages. These events feature powerful guest speakers, hands-on cultural activities, historical lessons, and food that reflects the rich traditions of each community. We also believe in creating joyful, memorable experiences for our students. This year, we partnered with local businesses to host our very first Color Jog-a-thon, giving students a safe and exciting event. Because we prioritize joy and connection, we've also hosted school dances that give students the space to build community, express themselves, and simply have fun together.
- **Actively Engaging our Families** - Innovation has remained committed to actively engaging with our families, ensuring they are active participants in the life of the school. Our monthly Coffee with Admin meetings serve as a platform to inform and gather feedback from families on key schoolwide matters such as upcoming events, data trends, Title I, and the LCAP. Beyond the school day, Innovation has woven family engagement into the fabric of its partnerships. By bringing in organizations like the East LA Women's Center, LA Care, AltaMed, and others during events like open houses and back-to-school nights, we created meaningful access points for families to connect with community resources. Workshops co-hosted with these partners offer knowledge that extends well beyond academics — touching on health, safety, finance, and mental well-being. In total, more than 500 families have been part of these efforts, which speaks not only to outreach, but to a deep trust built over time.
- **Launching Community Voices Coalition** - In 2024–25, we deepened our commitment to shared decision-making by launching the Community Voices Coalition. This initiative is a monthly gathering designed to foster collaboration. Through Community Voices Coalition, families wield decision-making power on programs and initiatives based on the annual Needs Assessment. This initiative allows us to engage continuously with family members, who are directly involved in co-designing solutions and accessing community resources.
- **Celebrating Mexican Independence with the East LA Community** - KIPP Innovation is proud to be an active participant of the annual East L.A. Mexican Independence Day Parade, the oldest and largest Latinx parade in the country. In 2023, we returned to the parade with a team of 30 students and staff, marching alongside our fellow KIPP East L.A. and Boyle Heights peers. The event featured a notable array of civic leaders, including L.A. County Supervisor Hilda Solis, diplomats from Mexico, Japan, and Spain, and officials from the California Highway Patrol, Los Angeles County Sheriff's Department, and the Los Angeles Police Department, alongside other local, state, and federal representatives. This tradition highlights our commitment to strengthening community bonds and celebrating the rich culture of our city. We are excited to continue being part of this historical event.

- **Partnering with Local Community Organizations** - At KIPP Innovation, we are deeply committed to being an active, visible, and engaged member of the East L.A. community. In 2024, we expanded our local engagement by partnering with Eastmont Community Center to participate in the East LA Farmers Market. Through this partnership, our staff hosted summer arts and crafts stations that provided children with joyful, hands-on learning experiences while introducing families to our educational programs and resources. Since the relaunch of the Boyle Heights Munchkin Run & 5k, KIPP Innovation has had over 40 students, families, and staff members participate. Additionally, we have also built ongoing relationships with the L.A. County Department of Parks & Recreation, regularly participating in community events at Belvedere Park, Salazar Park, and Obregón Park.
- **Organizing East LA & Boyle Heights Back-to-School Resource Fair** - This year, along with other KIPP SoCal schools in East L.A. and Boyle Heights, we were proud to launch our first annual Back-to-School Resource Fair. This event is open to the community and rooted in partnership and connecting families to vital services, such as free vaccines, dental screenings, haircuts, and school supplies. Our event is designed to ensure our students, families, and community members are healthy, prepared, and confident as they begin a new school year. And we're building this resource not as a one-time fix, but as an annual tradition — rotating school sites and deepening community ties year after year.
- **Securing Community Schools Implementation Grant** - In Spring 2024, thanks in part to the community engagement work highlighted above, the CDE awarded a Community Schools Implementation Grant to KIPP Innovation. The grant will provide \$1.425 million over the course of five years, approximately \$300,000 annually, to organize community resources and improve student outcomes. In the years ahead, our school will leverage existing community resources and expand our efforts by: (1) strengthening family and community engagement; (2) hiring additional staff to provide intervention and increase community services; (3) increasing enrichment opportunities; (4) building a school-based advisory committee to oversee implementation and effectiveness.

Our school's Advocacy and Community Engagement work has forged partnerships with an array of local organizations and leaders, including:

- Berenice Nuñez Constant, *Senior Vice President*, AltaMed Health Services
- Iris Gomez, *Manager*, Community Resource Center (East L.A.)
- Adrian Mancilla, *Director of Youth Development Services*, Alma Family Services
- Benny Sanchez, *Executive Director*, Chase Bank
- Sherri Cherman, *President*, Elements Pharmacy
- Michelle Miranda, *LA Program Manager*, Baby2Baby
- Kevin Halcomb, *Program Manager*, Vision to Learn
- Marie Garcia, *Community Engagement Coordinator*, FPA Women's Health Center
- Adam Mortera, *Executive Director*, Juvenile Justice Advocate of California
- Daniel Farmers, *Market Coordinator*, Eastmont Community Center
- María Elena Serrano, *President*, Comité Mexicano Cívico Patriótico
- Allison Tinaka, *Executive Director*, Culture Shock LA
- Cheryl Lui, *Community Library Manager*, El Camino Library
- Emily Serna, *Promoters Coordinator*, Department of Mental Health

The successes of our Advocacy and Community Engagement efforts — and the deep partnerships that have resulted — are proof of KIPP Innovation’s deep commitment to East L.A. It is in the best interest of our students, families, and community to keep these bonds alive.

e. Expanding Access to College and Career Opportunities

Formerly known as KIPP Through College, KIPP Forward supports the Charter School's students and alumni — as well as students and alumni across KIPP SoCal — with individual, personalized counseling on their journeys to and through high school, college, and life. KIPP Forward is committed to preparing our KIPPsters with the skills, resources, and knowledge needed for college, career, civic engagement, and more, so that they can successfully navigate the paths they choose.

Throughout our charter term, KIPP Forward significantly expanded its services to support students and alumni on their path to and through college, career and beyond. Starting in middle school, our team of KIPP Forward counselors introduce the Charter School's families to a variety of high school options and provide support throughout the high school placement process and transition into high school (e.g., advising, high school exploration opportunities, KIPP Forward virtual lessons, and specialized programs). Upon graduation, KIPP Forward counselors provide individualized support to our students as they explore college and career pathways. In 2017–18, KIPP Forward served 3,500 students and alumni. By the 2024–25 school year, it had grown to support 11,500 KIPP SoCal students and alumni.

KIPP Forward’s individualized support has resulted in increased college access for our students. 64% of KIPP SoCal’s 2025 graduates enrolled in postsecondary education — whether a Bachelor’s, Associate’s degree, or CTE/Military program — whereas the statewide average hovers around 60%.²³ We are also proud of the vast array of colleges our KIPP Innovation alumni attend. Our graduates have enrolled at esteemed institutions such as: Stanford University, Dartmouth College, New York University, Middlebury College, Barnard College, Tufts University, Washington University in St. Louis, Grinnell College, University of California Berkeley, University of California Los Angeles, University of California San Diego, University of Southern California, Santa Clara University, Loyola Marymount University, and Occidental College.

Our KIPP Forward program has not only broadened college access, but also played a crucial role in securing financial support for our students. Every year, the KIPP Forward Scholarship Fund awards thousands of dollars in scholarships to KIPP SoCal alumni entering their first year of college. Ranging from \$500 to \$1,000, these scholarships help offset college expenses and support students’ educational journeys. KIPP Forward also guides our students in applying for external scholarships. Our external scholarship partners include: Amplify Scholars program, Dreamscape Scholars, Goldberg Scholars, Ruth and Norman Rales Scholars, Webb Scholars Program, and Dell Scholars program. Here at KIPP Innovation, we are especially proud to celebrate two alumni who each earned \$60,000 scholarships to University of Southern California and Tufts University from the Goldberg Scholars program for their exceptional leadership and academic achievement.

Once our students are in college, KIPP Forward continues to provide support to our alumni so they can graduate from college. In the 2024–25 school year, KIPP Forward assigned a postsecondary success counselor to all alumni enrolled in a postsecondary program from the high school graduating classes of 2020 through 2024. Our counselors connected with alumni via Zoom, email, and phone to ensure they

²³ Iwunze Ugo, *College Access in California*, Public Policy Institute of California (2023), <https://www.ppic.org/publication/college-access-in-california/>.

had the resources needed to thrive and tackle any barriers they faced. For example, in the 2023–24 school year, KIPP Forward provided over \$38,000 in micro-grant support to 103 alumni, covering expenses such as: tuition, textbooks, housing, technology, transportation expenses, and groceries. KIPP SoCal's most recent internal data (which is maintained on Salesforce) shows that 84% of alumni enrolled in a postsecondary education program were either persisting towards their degrees or had already completed them. This achievement underscored KIPP Forward’s unwavering commitment to equipping our students with the resources they need to succeed.

KIPP Forward was founded to provide our students with access to opportunities and resources. KIPP Innovation’s community of East L.A. faces stark disparities: only 10.2% of residents hold a college degree; 21.9% of residents live in poverty; and the median income is \$56,623.²⁴ Whereas statewide, 37.5% of Californians have a college degree, 12% of Californians live in poverty, and the median statewide income is \$95,521.²⁵

In the face of these economic disparities, a college education is crucial for breaking cycles of poverty and driving systemic change in our community. KIPP Forward is playing a game-changing role in addressing these barriers and opening the doors of opportunity for our students, their families, and our community.

f. Strong Annual Oversight Ratings

Under Title 5 Section 11966.4 of the California Code of Regulations, LAUSD “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of [our school’s] future success.” To that end, we encourage the District to revisit the ratings we received in our annual performance-based oversight reports over the course of the charter term. The table below shows that LAUSD’s Charter School Division (“CSD”) consistently rated KIPP Innovation as 4 (“Accomplished”) or 3 (“Proficient”) in governance; student achievement; organizational management, programs, and operations (“organizational management”); and fiscal operations. Our annual oversight ratings provide compelling assurance of our school’s capacity to succeed.

KIPP Innovation’s Annual Oversight Ratings							
Oversight Category	18–19	19–20	20–21	21–22	22–23	23–24	24–25
Governance	4	4	4	4	4	4	3
Student Achievement	3	3	3	No Rating	3	3	2
Organizational Management, Programs, & Operations	3	4	3	3	3	3	3
Fiscal	3	3	3	4	4	4	4

²⁴ United States Census Bureau, Zip Code Tabulation Area: 90223, https://data.census.gov/profile/ZCTA5_90023?g=860XX00US90023.

²⁵ United States Census Bureau, Zip Code Tabulation Area: 90023, https://data.census.gov/profile/ZCTA5_90023?g=860XX00US90023.

It is worth noting the observations underlying KIPP Innovation’s accomplished ratings in governance. In six of seven years, our school received a 4 in governance, which signals that KIPP SoCal’s Board of Directors has “fully implemented the organizational structure set forth in [the] approved charter.” Our strong governance record is proof that our school has rigorous systems of accountability, responsiveness, transparency, due process, and fiscal management.

In five of the six years on which the CSD rated student achievement, KIPP Innovation received a 3. Our rating only recently dipped to 2 in 2024–25, on the basis of our 2024 Dashboard results. However, as discussed in the “Areas of Challenge” section below, KIPP Innovation is actively working to improve academic performance, and we anticipate gains in ELPI, math, and ELA on the 2025 Dashboard.

When it comes to organizational management, our school consistently demonstrated that we have what it takes to serve our students and families well. Year after year, the CSD rated our school as 3 or 4 in this category. These high marks indicate that KIPP Innovation has effective practices in place to meet the needs of a diverse student population, engage our families, and provide connections to community resources.

The CSD also gave KIPP Innovation consistently high marks in fiscal operations. Here again, throughout KIPP Innovation’s charter term, the CSD has consistently rated our school as 3 or 4. Our record of high fiscal ratings shows that our school and KIPP SoCal are trustworthy stewards of public funds.

KIPP Innovation’s excellent marks in oversight reviews indicate a high likelihood of future success in implementing our charter. There is arguably no more objective measure of a charter school’s operations and finances than the CSD’s annual performance-based oversight reports. And, by the CSD’s own standards, KIPP Innovation is well equipped to improve educational outcomes, overcome challenges, and assure future success.

Areas of Challenge

While we’re proud of all the progress we have made, we also know that there is room — and a need — for improvement at KIPP Innovation. In the subsections below, we outline our plans to reduce chronic absenteeism, improve the ELPI, and continue making progress in math and ELA.

a. Reducing Chronic Absenteeism

We are proud to report that KIPP Innovation has made progress addressing the challenge of chronic absenteeism. The table below compares the chronic absenteeism rates of KIPP Innovation and the state:

Chronic Absenteeism: Comparing KIPP Innovation to California

Year	KIPP Innovation’s Chronic Absenteeism Rate	State’s Chronic Absenteeism Rate	KIPP Innovation to State Comparison
2022	32.9%	30.0%	Higher
2023	30.6%	24.3%	Higher

2024	25.4%	18.6%	Higher
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Although KIPP Innovation posted higher chronic absenteeism rates than the state in 2022, 2023, and 2024, our school is making steady year-to-year reductions in chronic absenteeism. While we are pleased to see year-to-year reductions in chronic absenteeism, we also acknowledge that there is still progress to be made in catching up to the state. We have four strategies to get there:

- *Starting the School Year Strong* - We start the school year strong with clear expectations for families, students, and team members. This includes summer outreach to families, beginning-of-year conversations about attendance, staff training, month-one identification of at-risk students, and promoting strong attendance habits.
- *Prevention and Investment* - The second strategy focuses on prevention and investment by promoting strong attendance through schoolwide incentives, clear communication, and family engagement. Schoolwide incentives to meet attendance targets may include random drawings for prizes, pizza parties, holiday treat bags, attendance awards, or grade-level and homeroom competitions. Throughout the year, we use attendance meetings and family bulletins to communicate with families. We also meet with families approaching or at risk of chronic absenteeism to identify root causes and develop a plan of action.
- *Leveraging Our Attendance Support Team* - Our third strategy is leveraging our Attendance Support Team (“AST”). The AST is a cross-functional team that meets biweekly to review attendance systems, monitor attendance, assign action steps, and reduce chronic absenteeism. The AST includes our school leader, an additional member of our school’s leadership team, our business operations manager, registrar, and counselor.
- *Targeted Outreach* - The fourth strategy is targeted outreach. Our team uses the following tiered-intervention approach to target students who are approaching chronic absenteeism or chronically absent:
 - *Tier-I Interventions* - Tier-I interventions consist of schoolwide efforts to support attendance through consistent communication and relationship building. The registrar serves as the main point of contact, making daily personalized calls to absent students’ families, while teachers follow up with additional outreach (e.g., text messages or phone calls) to those with emerging attendance concerns.
 - *Tier-II Interventions* - Tier-II interventions target students who have: (1) three consecutive absences; (2) five total absences; or (3) three or more absences within the first four-to-six weeks of school. At this stage, an Ops team member, counselor, or preferably a teacher makes an exploratory phone call to the family. The primary goal of that call is to determine the root cause of absences and have an open discussion on challenges and next steps. The team member may conduct additional outreach by sending a letter to the family via ParentSquare or postal mail, with the primary goal of increasing the family’s understanding of how absences are impacting the student and the school. If necessary, the AST loops in a SpEd program specialist, 504 liaison, or school counselor if a referral or additional support is needed.

- Tier-III Interventions - Tier-III interventions are applied to students who have received Tier-I and Tier-II interventions and reached eight or more total absences. Tier-III interventions are intended to be a menu of options, rather than prescribed steps that must be followed in sequential order. The outreach strategy selected from this menu of options should be based on the root cause(s) for absences. These strategies include:
 - Multi-Family Attendance Meeting - In cases where no specific or consistent root cause can be identified but absences persist, it may be appropriate for the school leader or another leadership team member to conduct a multi-family attendance meeting. The primary focus for these families will be on investment and re-commitment to student attendance. The meeting will not be intended to publicly shame families but rather to bring families together who have potentially similar challenges.
 - Single Team Member Approach - In some cases, the root cause may require a single team member meeting with the family. If so, this meeting should be led by a member of the AST (or other assigned team member). The primary goal is to further explore the root cause of absences, identify the specific barriers in getting to school, and provide concrete support and resources to the family.
 - Team Approach - In other cases, the root cause may require a team approach. So another option for Tier-III intervention is a small group of team members meeting with the family. The primary goal of the team approach is to bring together the “wrap around” team for support and implementation of accommodations and interventions.
 - Referral to Student Support & Progress Team (“SSPT”) - Another option for Tier-III intervention is referral to the SSPT. In the context of improving attendance, students are prioritized for SSPT if: (1) there are multiple root causes that require a team approach; (2) there are no specific or consistent root causes and the student’s attendance did not improve following the multi-family attendance meeting; or (3) the student is at-risk of grade-level retention due to the impact of absences on academic performance. The SSPT aims to identify a goal and specific interventions to support the student. An assigned AST member also joins the SSPT meeting(s) to provide the attendance data, post outreach efforts, and document action and next steps in the AST agenda.
- Tier-IV Interventions - Tier-IV interventions are implemented when: (1) students have missed more than 10 days of school and received Tier-I through Tier-III interventions; or (2) students have been absent and unresponsive to attempts to make contact for five consecutive school days. Tier-IV intervention takes the form of an attendance check-in which members of the AST (or another school team member) conduct a visit with the family outside of school. The primary goal is to build trust and rapport with families from a family-centered, strengths-based perspective in a location that is safe and comfortable for the family to reconnect with students in a meaningful way.

Internal data shows that these strategies are making headway. We anticipate that the 2025 Dashboard will report our chronic absenteeism rate as 23.8%, marking a fourth consecutive year of progress. In the

upcoming charter term, our big goal is to reduce chronic absenteeism to the state’s pre-pandemic average.

b. Increasing the English Learner Progress Indicator

KIPP Innovation achieved a higher ELPI than the state in the last two out of three years of our charter term. Although we are proud of our strong track-record, we also acknowledge that our ELPI dipped on the 2024 Dashboard. The table below provides a comparison of our school’s performance against the state:

Comparing KIPP Innovation’s ELPI to State			
Year	KIPP Innovation’s ELPI	Statewide ELPI	KIPP Innovation to State Comparison
2022	50.6%	50.3%	Higher
2023	62.9%	48.7%	Higher
2024	38.3%	45.7%	Lower

We are excited to report that we anticipate our ELPI improving to 49.5% on the 2025 Dashboard. The table below summarizes our year-to-year progress:

KIPP Innovation’s Recent Improvement on English Learner Progress Indicator		
2024	2025	Year-to-Year Improvement
38.3%	49.5%	+11.2 Percentage Points

Our ELPI’s rise to 49.5% puts our school in a good position to match or exceed the state in 2025. As noted above, the state’s ELPI has declined on every Dashboard since 2022, going from 50.3% to 45.7%.

In the years ahead, KIPP Innovation will be working hard to keep our ELPI above statewide performance. Here are the action steps we are taking to achieve that goal:

- ***Delivering Consistent Designated ELD Instruction*** - Our ELs receive 25 minutes of designated English Language Development (“ELD”) instruction four times per week. Their designated ELD instruction comes in the form of small-group instruction organized by their language development level in conversation, vocabulary, writing, reading, and listening. This approach allows teachers to target ELs’ specific needs as they work on acquiring the English-language skills necessary for reclassification.
- ***Leveraging KIPP SoCal’s Regional ELD Specialist*** - KIPP SoCal’s regional ELD specialist was previously the intervention teacher at KIPP Comienza Community Prep and has over nine years of experience in the classroom. She now develops the instructional program that serves ELs in

all KIPP SoCal schools and supports each of our schools in meeting the compliance components of ELAC, ELPAC administration, and ELD instruction. She will observe ELA classrooms at KIPP Innovation to provide feedback and strategies aimed at supporting ELs. She also partners with ELD curriculum creators to ensure that school leadership teams have turnkey training materials that they can provide to teachers. These materials focus on the implementation of designated ELD to increase teachers' understanding of *English 3D*.

- *Appointing an EL Coordinator* - As in years past, KIPP Innovation will continue appointing an English Learner coordinator ("EL Coordinator") to streamline support for English Learners and their families. The EL Coordinator oversees Home Language Surveys ("HLS"), English-Learner assessments, progress monitoring, the English Learner Advisory Committee ("ELAC"), and advocacy. The coordinator works alongside our registrar to implement and interpret the HLS whenever a student enrolls at our school without a previous language designation in CALPADS. From there, the coordinator leads the way in administering students' initial ELPAC, providing ELPAC results to parents within 30 days of enrollment, and classifying students as Initially Fluent English Proficient ("IFEP") or English Learners. Once classified, English Learners receive integrated supports in the classroom. As students take advantage of these supports, the coordinator monitors English Learners' progress toward reclassification by analyzing MAP assessments, ELA grades, and summative ELPAC results. They track each student's progress and goals in a school-level reclassification tracker with the aim of reclassifying each student as soon as possible. Their data analysis is then shared with teachers and school leadership for the purposes of accountability and informing instruction. On top of all these efforts, they advocate for our English Learners by sharing information and resources with families and making sure that no student loses reclassification eligibility due to lack of monitoring.
- *Engaging Student Voice* - As in previous years, we have continued our schoolwide push to give all ELs more in-class speaking opportunities. Academic language doesn't come easily to any student, let alone students who are trying to develop English fluency at the same time. That is why our teachers continue to work hard to model academic discourse for ELs. Our teachers not only provide sentence starters, but also target ELs for questioning and provide additional speaking opportunities in collaborative small groups. In an effort to take advantage of every speaking opportunity, teachers have come to see our weekly Community Circle as another opportunity for ELs to use their voice. Community Circle gives ELs the chance to speak in front of stable groups, which has been helpful in giving ELs the confidence to come out of their shell. We believe our efforts will help teachers capture real-time data, build ELs' speaking skills, boost ELs' confidence, and give ELs an opportunity to process information before being asked to write and synthesize information. Our work here also has the salutary effect of raising rigor and engagement across student groups.
- *Embedding ELD Strategies In Our Classrooms* - We believe that integrated ELD strategies benefit all students because they provide explicit and clear instruction. At Innovation, we embed integrated ELD strategies into lessons by providing our students with graphic organizers, sentence starters, pictorial references, closed passages, and anchor charts with technical terms for ELA, science, and social studies. To support our ELs, we have purchased bilingual dictionaries for every classroom so students can look up terms in their native language and empower them to do their own translations in ELA.

- *Leveraging our Reading and ELD Interventionists* - During our intervention block, our reading and ELD interventionist focuses on pulling our students most in need of support. Our ELD interventionist pulls ELs for small group instruction, while our reading interventionist pulls other students in need of ELA support. In small-group instruction, students engage in targeted reading lessons aimed at improving phonics and reading comprehension. Our interventionists also listen to students' reading and give them feedback. In the classroom, our interventionists provide scaffolds to our students by breaking down and chunking texts so that our students can access the curriculum. Having two interventionists increases our teachers' capacity and enables them to support more students. Additionally, our reading interventionist is using student data from DIBELS to develop fluency, target literacy skills, guide small-group interventions, designate reading levels, and pair students with texts in their proximal zone of development.

Over the course of the next charter term, our team will continue to closely monitor our English Learners' progress and adjust our plans as necessary.

c. Continuing to Make Progress in Math

Last year, KIPP Innovation made excellent progress in math. We expect to see schoolwide math achievement rise by 11.3 points on the 2025 Dashboard, with similar increases across most numerically significant student groups. We also saw a majority of grade levels — and nearly every student group within each grade level — make more than one year's progress on their i-Ready math assessments. But we won't stop there.

To continue making gains in the the next charter term, we will keep implementing some of the same strategies that worked well in 2025, such as:

- *Focusing on Problem Solving* - Our school will continue focusing our math block on complex problem solving, rather than basic computation. There is a critical need for students to develop the skills to solve real-world problems, especially given how heavily the SBAC emphasizes problem-solving tasks. This shift reflects a broader recognition that, in today's educational landscape, it's not enough for students to simply solve equations — they need to be able to apply their math skills to navigate more complex, real-world challenges.
- *Using Data-Driven Instruction* - We will continue using data to identify the gaps our students have in math and how our teachers should scaffold the curriculum to meet our students' needs. Our students take i-Ready math assessments at the beginning of the school year. We use the results of our students' diagnostic test to inform reteach practices. Our math teachers also use weekly formative assessment and regular exit ticket data to inform instructional choices for the next day.
- *Making Math Curriculum Accessible to Students* - Our team will continue making sure students are accessing the math curriculum without lowering the rigor of the content. Our teachers are using instructional techniques such as anchor charts, manipulatives, and a high degree of teacher modeling so students can understand math concepts. They also use think alouds to have students explain their thinking and learn from their peers.
- *Participating in Regional Math Content Collaboratives* - Our math teachers will continue engaging in regular external content teams across the KIPP SoCal region to deepen their

understanding of the standards, explore high-quality instructional practices, and calibrate student work. These professional learning communities foster collaboration and continuous growth, supporting teachers in improving both content knowledge and pedagogical expertise.

- *Providing Consistent Observations and Feedback* - We will continue prioritizing consistent implementation of observation and feedback across all content areas. Our leadership team observes classrooms weekly. On a practical level, this means that our leadership team is working with teachers on alignment to the lesson objectives, pacing, opportunities to give students feedback, and checks for understanding. Our leadership team shares feedback with teachers in the moment or in one-on-one check-ins.

These strategies laid the foundation of KIPP Innovation's recent math gains. In order to continue building on our progress, we also plan to implement some new strategies in the years ahead:

- *Adopting the Eureka Math Curriculum* - Our recent adoption of the *Eureka Math* curriculum represents a strategic effort to strengthen mathematical instruction at KIPP Innovation through a coherent, standards-aligned curriculum that prioritizes conceptual understanding, procedural fluency, and application. Designed to build deep content knowledge and promote mathematical reasoning, *Eureka Math* equips students with the tools to not only solve problems but to explain their thinking and apply mathematical concepts in real-world contexts. Its structured lesson progressions, visual models, and embedded scaffolds make it particularly effective for supporting diverse learners, including English Learners and students with unfinished learning.
- *Improving Internalization and Planning Routines* - To maximize the impact of *Eureka Math*, teachers will engage in structured internalization practices that include unpacking lesson objectives, anticipating student misconceptions, rehearsing math discourse strategies, and identifying key models and representations. This preparation ensures that instruction is intentional, paced for deep understanding, and responsive to student needs.
- *Strengthening Data Analysis Aligned to Curriculum Benchmarks* - *Eureka Math's* embedded exit tickets, mid-module assessments, and end-of-unit tasks will provide robust opportunities to assess mastery throughout the learning cycle. Teachers will use this data in weekly planning and coaching sessions to pinpoint gaps in understanding, guide small-group instruction, and inform reteaching plans — ensuring real-time instructional adjustments based on student performance.
- *Aligning Instructional Coaching Content and Curriculum Implementation* - Math coaching will be explicitly aligned to *Eureka Math's* instructional routines and assessments. Coaches will work closely with teachers on areas such as facilitating math talks, building students' academic vocabulary, modeling multiple problem-solving strategies, and promoting student ownership of learning. This coaching will be both content-specific and practice-oriented, accelerating teacher development and improving instructional consistency across the school.
- *Adding a Math Coach* - In 2025–26, KIPP Innovation will have a math coach. We made this staffing decision to preserve the impact made by KIPP SoCal's Regional Math Instructional Coach last spring. During that time, KIPP SoCal's Math Instructional Coach was on campus 3–4 days per week coaching our math team, leading weekly content team meetings, and modeling practices for entering and responding to data from daily exit tickets and weekly quizzes. On Mondays, teachers implemented pre-assessments, which informed small-group interventions and mini-

lessons from Tuesday through Thursday, and culminated with a re-assessment on Fridays. The team also received professional development on aggressive progress monitoring. This method called on teachers to do “laps” in their classrooms, first checking for students’ procedural understanding, and then checking for students’ conceptual understanding. We are starting the 2025–26 school year with many of these practices embedded in our curriculum and pedagogy. KIPP SoCal’s Regional Math Instructional Coach will now be on campus 1–2 days per week, and our new Math Coach will be on campus 1–2 days per week as well, supporting our math teachers with curriculum internalization and data-driven instruction.

d. Continuing to Make Progress in ELA

KIPP Innovation also made outstanding progress in ELA last year. From 2024 to 2025, our schoolwide ELA scores improved by 26.6 points, and all of our numerically significant student groups will likely pull ahead of their statewide peers. Our 2024–25 i-Ready reading results told a similar story of progress, with every grade level and every student group making well above one year’s progress. As big as our gains were, we know there is more progress to be made.

Over the next charter term, we will continue implementing some of the strategies that brought us this far:

- ***Launching a New ELA Curriculum*** - In 2024–25, Innovation piloted a new ELA curriculum called *Fishtank*. Compared to our previous curriculum, *Fishtank* offers our students more opportunities to practice specific skills like identifying central ideas, comparing texts, and building critical reading and writing abilities. *Fishtank*’s 60-minute lessons are also better suited for our 70-minute ELA blocks. Each *Fishtank* unit centers around a core novel supported by a range of related texts, including primary sources, articles, and diverse passages. Its content is intellectually rigorous and vertically aligned, allowing students to engage deeply with grade-level materials that promote critical thinking, language development, and comprehension across genres. The curriculum expects students to engage in daily writing tasks — from short responses to extended essays — reinforcing skills they’ll need for assessments like the SBAC. With clearly articulated lesson structures, embedded scaffolds for English Learners, and integrated assessment checkpoints, *Fishtank ELA* creates consistency across classrooms while maintaining high expectations for all students. And, since teachers no longer have to shorten lessons to fit the time constraints of our ELA block, they are freed up to focus on responsive instruction (e.g., small-group intervention, re-teach) and deeper internalization. We will continue using *Fishtank* as our ELA curriculum in the years ahead.
- ***Fostering a Love of Reading and Increasing Opportunities for Independent Reading*** - KIPP Innovation will remain committed to fostering a love of reading. We provide our students with opportunities to engage in independent reading in school. We use *Accelerated Reader* to set individualized reading goals, pair students with texts, test reading comprehension, prioritize on-level independent reading, and measure progress. Our students have access to robust classroom libraries, where they can find engaging and culturally relevant reading material. Students earn rewards for meeting individualized reading goals, and their reading progress is highlighted in monthly *Accelerated Reader* celebrations.

- *Leveraging our Reading and ELD Interventionists* - As discussed above in the subsection "Increasing the English Learner Progress Indicator," during our intervention block, our reading and ELD interventionists will continue focusing on students most in need of support. Our ELD interventionist pulls ELs for small-group instruction, while our reading interventionist pulls other students in need of ELA support. In small-group instruction, students engage in targeted reading lessons aimed at improving phonics and reading comprehension. Our interventionists also listen to students' reading and give them feedback. In the classroom, our interventionists provide scaffolds to our students by breaking down and chunking text so that our students can access the curriculum. Having two interventionists increases our teachers' capacity and enables them to support more students.
- *Ensuring SpEd and GenEd Collaboration* - KIPP Innovation will continue ensuring effective collaboration between General Education (GenEd) and Resource Specialist Program (RSP) teachers. This isn't just a passive partnership; both teachers are actively teaching, ensuring that all students benefit from a dynamic, collaborative approach. RSP teachers' lesson plans include clear pull-out lessons that align with both class objectives and individual needs. GenEd and SpEd teams collaborate on lesson planning every week, and RSP teachers are better prepared and more aligned with the broader teaching goals.
- *Using DIBELS as a Literacy Diagnostic Tool* - DIBELS (Dynamic Indicators of Basic Early Literacy Skills) was adopted schoolwide (including grades 6–8) to provide real-time, data-driven insights into students' decoding, fluency, and comprehension skills. This tool allows teachers to identify early reading challenges and tailor instruction to meet individual student needs.

We will also build on our progress with the following new strategies:

- *Improving Lesson Internalization Practices* - To maximize the benefits of *Fishtank ELA*, teachers will engage in structured planning protocols that support them in unpacking unit arcs, anticipating student misconceptions, analyzing exemplar responses, and pre-planning scaffolds. This deep internalization builds teacher confidence and increases the quality of first instruction, particularly in fostering text-based discussions and writing grounded in evidence.
- *Strengthening Data Analysis Aligned to Curriculum Benchmarks* - *Fishtank ELA*'s built-in formative assessments, writing tasks, and unit-level rubrics provide ongoing checkpoints of student progress. By aligning data analysis protocols to *Fishtank ELA*'s internal assessment system, teachers will be able to more effectively adjust instruction and target reteaching to the precise language or comprehension demands of the unit.
- *Aligning Instructional Coaching to Curriculum and Assessments* - Coaching cycles will be tied directly to *Fishtank ELA* implementation, allowing for targeted support in delivering rigorous instruction, using questioning strategies, modeling academic language, and providing actionable feedback on writing. This alignment will ensure that coaching is practical, specific, and grounded in shared instructional goals.
- *Hiring a Middle School Literacy Specialist* - This year, KIPP Innovation and other KIPP SoCal middle schools will have the support of a new regional middle school literacy specialist. This recently hired team member will: (1) ensure that KIPP SoCal middle schools understand the

structure of our recently adopted *Fishtank* curriculum; (2) implement structural guidance (e.g., pacing, lesson execution); and (3) share resources on best practices.

Goals and Philosophy

KIPP Academy of Innovation will be operated by KIPP SoCal Public Schools (“KIPP SoCal”). KIPP SoCal is an independent 501(c)(3) tax-exempt nonprofit public benefit corporation that was formed in 2007 to support and grow KIPP schools in Los Angeles and across Southern California. As discussed later in this charter petition, KIPP SoCal is governed by a board of directors that oversees all aspects of its operations.

KIPP Innovation will be part of KIPP SoCal’s network of 14 charter schools authorized by LAUSD, and 17 total charter schools authorized across Southern California. Together, these KIPP SoCal schools educate more than 9,500 students in grades TK–8, and support more than 6,800 alumni to and through college. Approximately 98% of our students are Black or Latinx, 21% are English Learners, 18% are Students With Disabilities, and 90% qualify for free-or-reduced-price meals.

KIPP SoCal’s whole-child approach to learning not only focuses on rigorous academics, but also character development, enrichment, social-emotional learning, physical and mental health, sense of identity, and the nurturing of one’s purpose. KIPP SoCal has a 20-year track record of success, including three National Blue Ribbon School awards, nine California Distinguished School awards, nine *U.S. News & World Report* Best Schools awards, and 11 Top LA County Public School awards.

In the subsections below, we briefly describe:

- Our Mission
- Our Vision
- The Characteristics of an Educated Person in the 21st Century
- How Learning Best Occurs
- How We Will Enable Students to Become Self-Motivated, Competent, and Lifelong Learners
- Our LCFF State and Local Priorities

Our Mission

Together with families and communities, KIPP Innovation and KIPP SoCal will create a joyful, academically excellent school that prepares students with the skills and confidence to pursue the paths they choose — college, career and beyond — so they can lead fulfilling lives and create a more just world.

Our Vision

KIPP Innovation and KIPP SoCal believe in a world where every child can grow up free to create the future they want for themselves and their community.

The Characteristics of an Educated Person in the 21st Century

Each KIPP SoCal school’s goal will be to ensure that its students are on the path to and through college. By focusing on college starting in fifth grade and preparing our students to be successful in high school,

college, and beyond, KIPP Innovation will achieve our goal. To be college ready, our students must be able to:

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

Implementing the highest-quality instructional program will be paramount to the success of KIPP SoCal and KIPP Innovation. 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.²⁶ The Charter School's high-quality instruction will be standards-based, with an emphasis on character and academic skills, and explicitly tied to our mission of preparing students for success in college and in life. Technology will be infused into the curriculum, allowing teachers to deliver more individualized content and feedback to each student, while also equipping students with the technological skills necessary in the 21st century academic world and workforce. Adaptive educational software will enable students to learn at their own pace, helping them get farther, faster. A one-to-one ratio of Chromebook computers will ensure that all students have access to individualized learning software to build their technology literacy.

It is imperative that schools today focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them in the 21st century economy. Tony Wagner, a researcher from Harvard University, created an evidence-based approach. Through interviews with senior executives and college admissions counselors, he determined the seven survival skills crucial for workforce readiness in the 21st century:

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 Imagination²⁷

At their core, these seven survival skills for becoming 21st century educated persons are academic and character skills, which is why KIPP schools have always been founded with the purpose of cultivating both in students. In the words of David Levin, co-founder of KIPP, reflecting on the first two KIPP schools: "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

²⁶ Robert J. Marzano and Jana S. Marzano, "The Key to Classroom Management," ASCD (Sept. 13, 2003), <https://www.ascd.org/el/articles/the-key-to-classroom-management>.

²⁷ See Tony Wagner, Ph.D., 21st Century Schools, <https://www.21stcenturyschools.com/tony-wagner.html>.

tandem, the Charter School will develop self-motivated, competent, and lifelong learners who are well-equipped for the challenges ahead of us in the 21st century.

When they leave our school, our students will be described as pursuing lives filled with passion and personal responsibility. They will focus on goals and approach work with curiosity, best effort, and zest, while making decisions to stay on the path to and through college. Future teachers and professors will describe them as leaders prepared to demonstrate excellence in thought and action, even when no one is looking. Their colleagues and friends will think of them as loyal and hardworking, full of vigor and strength. Students will be able to explain their goals, why they have them, and the necessary steps to realize them. Our students will offer help before being asked. They will seek ways to make situations better and search for ways to positively impact the world. When life inevitably brings difficulties, they will draw upon the lesson and values learned at the Charter School. They will have a confident sense of pride for themselves and their community, while approaching life in a humble and self-aware way, conscious of their daily choices and impact.

How Learning Best Occurs

Implementing a high-quality instructional program will be paramount in continuing KIPP SoCal's track record of success. High-quality instruction will result from proper planning and varied instructional techniques and methods that are relevant to students. There will be seven components to the Charter School's approach to high-quality instruction:

- 1. Quality Instruction Sets High Expectations.** As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development will be "problem-solving under adult guidance or in collaboration with more capable peers."²⁸ When students are expected to meet challenges and supported in doing so, they will succeed. In order to help all students meet our high expectations, we will clearly communicate those expectations, and then provide appropriate individualized support to achieve the goals that we have for our students, as well as the goals that they set for themselves. Students will be given challenging work that requires critical thinking and the ability to articulate their ideas. When students struggle, teachers will not lower their expectations, instead they will find creative new ways to teach and differentiate instruction, and work with colleagues to develop intervention plans for specific students within our Multi-Tiered System of Supports.
- 2. Quality Instruction is Standards Based.** The Charter School will correlate its curriculum objectives to the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), and remaining applicable 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 Charter School's expectation will be 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- and high-school honors and advanced placement programs.
- 3. Quality Instruction is Data-Driven.** All instructional decisions at the Charter School will be anchored in student data (online/offline, formative, and summative). Sophisticated online

²⁸ Lev Vygotsky, *Mind and Society*, <http://www.unilibre.edu.co/bogota/pdfs/2016/mc16.pdf>.

platforms — such as Infinite Campus and KIPP SoCal’s Analytics System to Leverage Excellence (“KASTLE”), will allow regional leaders, school leaders, and teachers to continuously gather and analyze individual and group student achievement data. Teachers will begin by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers will meet frequently to identify and internalize formal and informal ways to collect data about student understanding; teachers will also meet frequently in grade-level and content-team meetings to adjust scaffolds, pacing and student grouping. Similarly, the School Leader and other Instructional Leaders will use student data to drive observations, feedback, and teacher development.

4. **Quality Instruction is Differentiated.** Students process material in a variety of ways. Therefore, teachers will 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 will benefit from supplemental, direct instruction, small-group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques.
5. **Quality Instruction is Culturally Relevant and Responsive to Students.** If we want students to master learning standards, then our teachers must offer culturally relevant and responsive instruction. It will be incumbent upon our school leaders, teachers, and staff to understand the cultural values, beliefs, customs, and ideas of the students who attend our school. Our team will also embrace the responsibility of trauma-informed instruction because we want our students to thrive in a safe and nurturing learning environment. That will mean tapping social-emotional learning (“SEL”) strategies that “heal the heart so the brain can learn.”²⁹ Culturally relevant and responsive pedagogy will show students that we value their communities and help them build a positive self-concept. We will want our students to know themselves so they can better understand how their goals and dreams impact their communities.
6. **Quality Instruction Requires a Safe, Nurturing, and Supportive Environment.** We know and research³⁰ has shown that when students are connected to the adults in their school community, they are more likely to be engaged in school and see greater academic success. Therefore, an important role of the Charter School will be to create a sense of “belonging” for each member of our school community.
7. **Quality Instruction Supports Students To and Through College and Career.** We recognize that most public high schools in California lack sufficient college and guidance counseling staff, and that the needs, particularly in large urban high schools that many of our alumni attend, will be significant. The KIPP Forward program will be designed to help meet these needs and support our alumni and their families by supporting students long after they leave a KIPP SoCal school at

²⁹ KIPP SoCal, "Healing the H.E.A.R.T. So the Brain Can Learn," May 11, 2021, <https://www.kippsocal.org/news-and-stories/blog/1625079/healing-the-h-e-a-r-t-so-the-brain-can-learn#:~:text=%E2%80%9COur%20H.E.A.R.T.,of%20Mental%20Health%20%26%20Support%20Services>.

³⁰ See, e.g., American Psychological Association, "School Connectedness," <https://www.apa.org/pi/lgbt/programs/safe-supportive/school-connectedness>; see also Robert Balfanz, Angela Jerabek, Krystal Payne, and Jenny Scala, Strengthening School Connectedness to Increase Student Success, EdResearch for Action (May 2024), <https://files.eric.ed.gov/fulltext/ED656698.pdf>.

the end of eighth grade. We believe that every child has the potential to achieve anything they desire. We will respect and honor all pathways our KIPPsters take in pursuit of their passions, purpose, and plans towards a fulfilling life. So we will prepare our KIPPsters with the skills, resources, and knowledge needed for college, career, civic engagement, and more, to successfully navigate the paths they choose.

How We Will Enable Students to Become Self-Motivated, Competent, and Lifelong Learners

On their first day of fifth grade, our students will enter KIPP Innovation with nervous excitement, ready to show our school values of love, excellence, curiosity, and grit as they tackle new obstacles and meet new expectations. By the time our students leave eighth grade, they will have the literacy, critical-thinking, and problem-solving skills to realize their full potential. Our students will gain an academic foundation, access to enriched learning experiences, and a supportive community of classmates and teachers to motivate and push them every step of the way.

We know that bringing our mission and vision to life will require our school’s staff, students, and families to see and name our values every day. After all, our values are an indication of what we care about, what we believe, and who we are as people. The table below defines each of KIPP Innovation’s core values:

Values	Definition
Love	Show care and respect for yourself, team, and family.
Excellence	We try to be our best selves.
Curiosity	The desire to explore, research, and learn by taking risks, asking questions, and finding a way or making one.
Grit	Perseverance and passion for long-term goals

Mastering our values and character strengths will be a lifelong undertaking, and we are confident that the character education our students experience at KIPP Innovation will lay a strong foundation for that work. At KIPP Innovation, and across the KIPP SoCal network, our classrooms will hold regular discussions about being responsible members of their communities, thoughtful contributors to society, and goal-oriented learners. Our students will understand that going to college is not only an essential pathway to personal gain, but also a way to empower their community and benefit the greater Los Angeles area. This drive for excellence will ultimately lead to a conversation about what specific college a student wants to attend and what they will need to do to get there. That conversation will, in turn, open up rich discussions about the student’s power to affect change in their community.

Additionally, many aspects of our instructional model, described in more detail throughout our petition, will encourage students to take responsibility for their learning. For example, rotational blended learning (i.e., a mix of face-to-face teaching and online learning) will provide our students with ample opportunities to drive their learning, both online with adaptive software programs that push students to the next level, and independently through reading and math completion goals.

Our LCFF State and Local Priorities

The table below describes the Charter School’s annual goals for all students and each student group for each of the eight state priorities identified in Education Code Section 52060(d). The table also describes the specific annual actions the Charter School will take to achieve each of the identified annual goals:

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
GOAL #1	
All students will achieve.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : N/A <input type="checkbox"/> : N/A
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> ● Data-Driven Instruction: Teachers and Admin engage in regular data analysis sessions to tailor instruction and provide targeted support, ensuring that instructional practices are responsive to student needs. ● Intentional Professional Development and on-going coaching for teachers using Research for Better Teaching training framework. ● English Learner Differentiated Support: Instruction tailored specifically to the needs of English Learner students, including the implementation of an English Learner specific curriculum designed to address and enhance language acquisition and academic skills. ● Students with Disabilities Differentiated Support: Thorough service implementation to meet the needs of Students with Disabilities including compliance with IEP timelines, offering Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE). ● Teachers will use previous SBAC and iReady scores to create targeted instruction for each student. ● Ensure high-quality instruction and targeted support. ● Students will know their own iReady growth goals and teachers will track growth from Fall to Winter to Spring. 	
Expected Annual Measurable Outcomes	

Outcome #1: Increase the number of students who met or exceeded standards in English Language Arts as defined by the state.

Metric/Method for measuring: CAASPP score reports and/or additional reports produced by the California Department of Education.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	30.7%	50%	55%	60%	65%	70%
English Learners	3.33%	20%	25%	30%	35%	40%
Socioecon. Disadv./Low Income Students	29.0%	50%	55%	60%	65%	70%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	10.7%	25%	30%	35%	40%	45%
African American Students	**	**	**	**	**	**
Latino Students	30.5%	50%	55%	60%	65%	70%

Outcome #2: Increase the number of students who met or exceeded standards in Math as defined by the state.

Metric/Method for Measuring: CAASPP score reports and/or additional reports produced by the California Department of Education.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (Schoolwide)	18.7%	50%	55%	60%	65%	70%
English Learners	2.17%	20%	24%	28%	32%	36%
Socioecon. Disadv./Low Income Students	16.9%	50%	55%	60%	65%	70%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	6.1%	24%	28%	32%	36%	40%
African American Students	**	**	**	**	**	**
Latino Students	18.7%	50%	55%	60%	65%	70%

Outcome #3: The percentage of English Learner students who advance at least one performance level on the CA State English Proficiency test and/or are reclassified.

Metric/Method for measuring: Percentage of students who progress at least one performance level or percentage of EL students who reclassify as fluent English proficient.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
English Learners	38.3%	44%	46%	48%	50%	52%

GOAL #2

Support student, family, and school engagement.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities:
	<input type="checkbox"/> : N/A <input type="checkbox"/> : N/A

Specific Annual Actions to Achieve Goal

- **Comprehensive Event Calendar:** Distribute a detailed calendar of events to all families at the start of the school year, highlighting key dates, activities, and engagement opportunities.
- Provide monthly updates and reminders through multiple channels (email, text messages, school app, etc.) to keep families informed of upcoming events.
- **Family Meetings and Workshops:** Schedule parent meetings, workshops, and conferences at least one month in advance, ensuring times are convenient for the majority of parents (e.g., evenings or weekends). Provide free child care during these meetings to reduce attendance barriers.
- **Enhanced Communication Strategies:** Implement a multi-platform communication system, including newsletters, social media updates, and a dedicated school website section, to keep parents informed and engaged.
- Establish a parent liaison team to facilitate communication between the school and families, addressing concerns and gathering feedback.
- **Multi-Tiered Support System:** Develop and implement a tiered behavior support system aimed at maintaining school safety and fostering a positive school climate. Train staff on positive behavioral interventions and supports (PBIS) to consistently apply the system and address student needs effectively.
- **Family and Student Feedback Loop:** Regularly solicit feedback from students and parents through surveys, suggestion boxes, and focus groups to continually improve engagement strategies. Act on feedback by implementing changes and communicating back to families about how their input has influenced school practices.
- **Community Building Events:** Organize regular community-building events, such as family nights, cultural celebrations, and volunteer opportunities, to strengthen the school-community connection.

Expected Annual Measurable Outcomes

Outcome #4: The Charter School will provide one back to school night, two week-long parent-teacher conference opportunities, at least three family engagement meetings, and parent leadership opportunities.

Metric/Method for measuring: Family attendance at family meetings, sign-in sheets, and other engagement indicators.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	8 opportunities	8 opportunities	10 opportunities	10 opportunities	11 opportunities	11 opportunities
English Learners	8 opportunities	8 opportunities	10 opportunities	10 opportunities	11 opportunities	11 opportunities
Socioecon. Disadv./Low Income Students	8 opportunities	8 opportunities	10 opportunities	10 opportunities	11 opportunities	11 opportunities
Foster Youth	8 opportunities	8 opportunities	10 opportunities	10 opportunities	11 opportunities	11 opportunities
Students with Disabilities	8 opportunities	8 opportunities	10 opportunities	10 opportunities	11 opportunities	11 opportunities
African American Students	8 opportunities	8 opportunities	10 opportunities	10 opportunities	11 opportunities	11 opportunities
Latino Students	8 opportunities	8 opportunities	10 opportunities	10 opportunities	11 opportunities	11 opportunities

Outcome #5: Suspension rate will not exceed 2%

Metric/Method for Measuring: Suspension Rate.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (Schoolwide)	0%	<2%	<2%	<2%	<2%	<2%
English Learners	0%	<2%	<2%	<2%	<2%	<2%
Socioecon. Disadv./Low Income Students	0%	<2%	<2%	<2%	<2%	<2%

Foster Youth	0%	<2%	<2%	<2%	<2%	<2%
Students with Disabilities	0%	<2%	<2%	<2%	<2%	<2%
African American Students	0%	<2%	<2%	<2%	<2%	<2%
Latino Students	0%	<2%	<2%	<2%	<2%	<2%

Outcome #6: Expulsion rate will not exceed 1%.

Metric/Method for measuring: Expulsion Rate.

Applicable Student Groups	Baseline (2023-2024)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (School-wide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	0%	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	0%	<1%	<1%	<1%	<1%	<1%
Latino Students	0%	<1%	<1%	<1%	<1%	<1%

Outcome #7: Greater than 75% of students will feel safe at school.

Metric/Method for measuring: “I have a trusted adult I can go to when I need help” as a 3 or better as measured by a region-wide student survey.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	79.8%	>75%	>75%	>75%	>75%	>75%
English Learners	*	>75%	>75%	>75%	>75%	>75%
Socioecon. Disadv./Low Income Students	*	>75%	>75%	>75%	>75%	>75%
Foster Youth	*	>75%	>75%	>75%	>75%	>75%
Students with Disabilities	*	>75%	>75%	>75%	>75%	>75%
African American Students	*	>75%	>75%	>75%	>75%	>75%
Latino Students	*	>75%	>75%	>75%	>75%	>75%

Outcome #8: Sustain an Average Daily Attendance (“ADA”) rate of 95%.

Metric/Method for measuring: Average Daily Attendance Rate.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	92.6%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
English Learners	92.1%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Socioecon. Disadv./Low Income Students	92.5%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Foster Youth	**	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Students with Disabilities	91.2%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
African American Students	*	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA
Latino Students	92.6%	>95% ADA	>95% ADA	>95% ADA	>95% ADA	>95% ADA

Outcome #9: Sustain a 10% or less chronically absentee rate.

Metric/Method for measuring: Chronic Absenteeism Rate

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	25.4%	20%	15%	10%	<10%	<10%
English Learners	26.7%	20%	15%	10%	<10%	<10%
Socioecon. Disadv./Low Income Students	25.8%	20%	15%	10%	<10%	<10%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	29.9%	25%	20%	15%	10%	<10%
African American Students	**	**	**	**	**	**
Latino Students	24.9%	20%	15%	10%	<10%	<10%

GOAL #3

Create spaces and opportunities for student achievement.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

: N/A

□: N/A

Specific Annual Actions to Achieve Goal

- Annual teacher recruitment and comprehensive interview process.
- Hiring of credentialed teachers and ensuring proper placement.
- Purchase educational supplies and materials purchased that are aligned to the CCSS, NGSS, and other applicable state content standards.
- Ensure that all metrics of the School Accountability Report Card (“SARC”) pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.
- Maintain a space that is conducive to learning.
- All students including English Learners will have lesson plans and assessments that are aligned to CCSS, NGSS, and other applicable state content standards.
- Teachers will participate in PD throughout the year as a region and at the school level in the implementation of standards. Topics will include strategies for ELs.
- Track attendance records for all scheduled professional development pertaining to implementation of state standards provided both internally and at the school site, regionally through KIPP SoCal, at third party sessions, or through the national KIPP network.
- Programmatic planning and scheduling: KIPP Academy of Innovation will ensure the schedule allows enough time for all students to engage in listed courses.
- Hiring of credentialed teachers to teach enrichments.
- KIPP Academy of Innovation will create a budget that supports the hiring of needed teachers to offer courses to all students.

Expected Annual Measurable Outcomes

Outcome #10: Maintaining or increasing the rate of teachers who are compliantly credentialed.

Metric/Method for measuring: Percentage of teachers who are compliantly credentialed.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
English Learners	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Socioecon. Disadv./Low Income Students	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Foster Youth	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant

Students with Disabilities	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
African American Students	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Latino Students	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant

Outcome #11: All students will have access to educational supplies and materials that are aligned to the CCSS, NGSS, and other applicable state content standards.

Metric/Method for measuring: Number of books and software licenses.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

Outcome #12: All teachers will attend training on CCSS and ELD strategies to support EL students.

Metric/Method for measuring: Rate of teachers who attend trainings on CCSS.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%

Latino Students	100%	100%	100%	100%	100%	100%
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Outcome #13: All students will have access to electives such as Art, Engineering and Coding, Science, and PE in addition to ELA and math during a school year.

Metric/Method for measuring: Number of students who have access to identified courses.

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

Outcome #14: Ensure that our facility is in “good repair” or better as measured by SARC.

Metric/Method for measuring: SARC results

Applicable Student Groups	Baseline 2023-24	Year 1 of Term 2026-27	Year 2 of Term 2027-28	Year 3 of Term 2028-29	Year 4 of Term 2029-30	Year 5 of Term 2030-31
All Students (School-wide)	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair
English Learners	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair
Socioecon. Disadv./Low Income Students	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair
Foster Youth	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair
Students with Disabilities	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair
African American Students	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair
Latino Students	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair	Good Repair

* = Data not available at this time

** = Not numerically sufficient at this time

Instructional Design

In this section, the Charter School outlines its educational programming. We begin by laying out our school’s innovative components. And we close with a description of our educational program’s key features.

Innovative Components

KIPP Innovation’s educational program will have several innovative components: (1) KIPP Trips; (2) Advocacy and Community Engagement; (3) KIPP Forward; and (4) Science, Technology, Engineering, Arts, and Mathematics Program (“STEAM”). We describe each innovative component in more detail below:

KIPP Trips

At KIPP Academy of Innovation and other KIPP SoCal schools, we will aim to create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career and beyond—so they can lead fulfilling lives and create a more just world. As part of preparing students for college, career, and beyond, we will invest in “KIPP Trips” as a unique tradition that will expand our students’ experiences and expose them to a variety of places, college options, and pursuits. KIPP Trips will take place in sixth and eighth grade.

These trips will serve several purposes:

- Expose students to a variety of places, experiences, and cultures.
- Aligned to our vision and mission, ensure students have experiences that allow them to access every single opportunity available
- Expose students to life skills to help prepare them for college and career, from as staying overnight to learning transportation systems to navigating new and unfamiliar places
- Engage students in learning about a variety of college and career options so they can pursue their passions and understand the wide array of options that exist

KIPP Trips will be crucial for students because this innovative feature will provide real-world experiences that complement classroom learning. It will offer hands-on opportunities to apply theoretical knowledge, stimulate curiosity, foster critical thinking, and enhance social skills through interaction with peers and professionals in various fields. And it will ignite a passion for learning by making subjects more engaging and relevant to students' lives.

Advocacy and Community Engagement

KIPP SoCal’s Advocacy and Community Engagement team will be another innovative feature of KIPP Innovation. The Advocacy and Community Engagement team will partner with KIPP Academy of Innovation and other KIPP SoCal schools to be active and trusted community partners who work to advance quality education and quality of life in our neighborhoods. The Advocacy and Community Engagement team will be dedicated to:

- Building meaningful relationships with community partners to collaborate to help meet the needs of the communities they serve
- Cultivating family leadership through education and development so that families are positioned as effective community advocates and agents of change
- Advocating for federal, state, and local policy that impact our schools and communities by building and maintaining strong relationships with local leaders
- Empowering and educating our school community to be civically engaged

KIPP SoCal will assign one Associate Director of Advocacy and Community Engagement to support these efforts at KIPP Academy of Innovation. The associate director will connect with the school regularly to check-in on important updates and track progress of advocacy and community engagement goals for the school year. Our recent successes are outlined in the “Areas of Success” section above.

KIPP Forward

KIPP Forward counselors will nurture relationships and provide a support system that prepare every student for college, postsecondary education, and career. KIPP Forward’s support will start in middle school with our High School Placement and Transition team. Starting in seventh grade, KIPP Forward counselors will meet with students and families to explore high school options and summer enrichment opportunities. In eighth grade, our counselors will assist students in applying to high schools and successfully transitioning into a high school. Once a KIPPster culminates from a KIPP SoCal middle school, our post-secondary support will include academic advising, career advising, test preparation, college tours, and support applying for college and scholarships — all of which is aimed toward persistence and college completion. Through KIPP Forward, we will provide our students with personalized support aimed at empowering our students to live choice-filled lives. Currently our KIPP Forward team supports almost 9,000 KIPPsters and alumni as they search for the next chapter of their lives in college, career, and beyond.

Science, Technology, Engineering, Arts, and Mathematics Program (“STEAM”)

KIPP Innovation is dedicated to creating an inclusive, equity-focused learning environment where all students flourish. Grounded in academic rigor, student-led learning, and respect for diverse identities, we cultivate a sense of belonging, challenge systemic inequities, and inspire students to explore and excel in Science, Technology, Engineering, Arts, and Mathematics (“STEAM”). We are dedicated to creating a space designed to reflect our STEAM-focused curriculum and our commitment to joyful, hands-on learning. From our Innovation Lab to our dedicated art and music rooms, every part of our school empowers students to think creatively and explore new ideas. Every year, our students attend our growing computer science program. In the computer science program, students have access to a 3D printer, learn how to code, learn about music production, and graphic design. And in our science class students learn about engineering. In art, students build foundational skills, including line, color, texture, and perspective, while learning to express themselves through media. KIPP Innovation offers an advanced math program where students have the opportunity to study geometry. In our geometry program, students have the opportunity to build bridges, build cars, and use a nerf gun to study parabolas. By engaging with our STEAM program, students discover their passions and build the foundation to excel in their future chosen path.

Key Features

Below, we highlight the key features of KIPP Innovation. These key features of our educational program are aligned to our mission of creating a joyful, academically excellent school that will prepare students with the skills and confidence to lead choice-filled lives and create a more just world. Our key features will include:

- **High Expectations:** We believe in having clearly defined and measurable high expectations for academic achievement and conduct. We aim to create a culture of achievement and support where we personalize learning based on a students' needs, skills, and interests.
- **Focus on Character:** We recognize that success in life depends on more than academic learning. We help students foster character strengths that are essential for their own success in today's world. And we empower them to express their voice with power and to improve the world around them.
- **Highly Skilled Teachers & Leaders:** We believe in the power of great teachers and school leaders. We learn from each other and with each other. We empower our school teams and invest in leadership development and training. Having highly skilled teachers and leaders will ensure our students receive the best we have to offer.
- **Safe, Structured, & Nurturing Environments:** Physical and emotional safety is needed for students to take risks and learn from their successes and their mistakes. Like all KIPP SoCal schools, KIPP Innovation provides a safe, structured, and nurturing environment with minimal distractions, so our students love school and maximize their learning.
- **Focus on Anti-Racism:** In pursuit of our mission, we commit to building a diverse and inclusive organization to model the world we wish to see. We know that racism causes environmental stress and imposes academic barriers on students. Our classrooms will guide our students to make connections between the outside world and the classroom. KIPPsters will learn how to address community prejudice, discrimination, and racism, specifically with regard to anti-Blackness and building cross-cultural allyship.

Curriculum and Instruction

This section offers an overview of KIPP Innovation's curriculum and instruction. It starts off by identifying and describing the integral features of our school's educational program by subject area. It goes on to discuss our school's intervention, enrichment, and independent study program. It also provides a comprehensive course list and course descriptions.

Integral Features

English Language Arts and Writing (Core)

At KIPP Innovation, literacy instruction from fifth through eighth grade will integrate the foundational principles of the Science of Reading with the expectations outlined in the California Common Core State Standards for English Language Arts. Our instructional framework will incorporate rigorous expectations

for reading literature and informational texts, writing, speaking and listening, and language usage. In literacy instruction, students will engage with high-quality texts, artifacts and digital media to develop comprehension, active listening, and discussion skills. Students are equipped to be effective communicators who purposefully read, write, and speak across multiple disciplines and express ideas and knowledge through a variety of modalities. Within literacy instruction, our students exercise critical thinking, identify problems, find solutions, and analyze outcomes in service of becoming productive citizens.

Critical elements of the instructional program for ELA include:

- **Curriculum Integration** - Our school will use the following research-based, culturally relevant, and high-quality instructional materials for ELA:
 - **Fishtank ELA** - The Fishtank ELA curriculum aims to develop students into critical readers, writers, and thinkers. We hope to widen their perspectives so that they can better understand themselves and the world around them. The curriculum is designed around the following guiding principles for ELA:
 - Building knowledge to nurture critical thinking
 - Centering diverse, relevant, and rigorous texts
 - Prioritizing student voices and ideas to build agency
 - Learning to write, writing to learn
 - Preparing teachers to support students
- **Scope and Sequence Development, Professional Development, and Internalization Tools** - In coordination with KIPP SoCal, the Charter School will develop a coherent scope and sequence for *Fishtank ELA* that will ensure all grade-level standards are meaningfully mapped out and addressed in instruction across the school year. The scope and sequence will also incorporate windows for curricular and state assessments. Teachers will engage in ongoing professional development focused on the Science of Reading principles and effective planning and internalization of curricular materials. In addition, teachers will engage in collaborative planning sessions to facilitate sharing of best practices and resources.
- **Instructional Strategies** - Our curricular resources will embed key instructional strategies to support literacy development, such as:
 - **Close Reading and Analysis** - Close reading strategies will deepen comprehension and critical thinking skills. Students use text-dependent questions and discussions to extract meaning from complex texts.
 - **Explicit Phonics Instruction** - Systematic phonics lessons will support decoding and word recognition skills explicitly and incorporate multisensory activities and phonemic awareness exercises to reinforce learning.
 - **Vocabulary Development** - Students will learn about the meaningful relationships between words, including how they sound, how they're spelled, and their morphological structure. Additionally, students will use morphology, context clues, word study activities, and vocabulary strategies to expand academic and domain-specific vocabulary.

- ***Writing Integration*** - Students will engage in writing across genres (expository, persuasive, narrative) and across disciplines. They will also connect reading and writing by responding to texts through structured writing tasks with a focus on fluency, organization, and coherence while incorporating grammar and language conventions.
- **Assessment and Differentiation** - Teachers will use formative and summative assessments aligned with the CCSS to monitor student progress in reading comprehension, writing proficiency, and foundational literacy skills. In particular, teachers will leverage either i-Ready diagnostics, My Learning Path, or Star reading assessments to differentiate instruction based on assessment data and provide targeted interventions and enrichment activities. Teachers will also leverage Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”) assessment to assess the acquisition of literacy skills. DIBELS will provide short (one minute) fluency measures that can be used to regularly monitor the development of early literacy and early reading skills in grades 5–8. The measures will be consistent with many of the Common Core State Standards in Reading, especially those for Foundational Skills. When implemented as recommended, DIBELS results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.
- **Family and Community Engagement** - KIPP Innovation will engage families and community stakeholders in supporting literacy development at home through reading logs, providing access to reading materials, and online resources (e.g., Accelerated Reader, iReady). In addition, our school will provide resources, workshops, and strategies for families to reinforce reading and writing skills and encourage a culture of literacy outside of school.

By integrating *Fishtank ELA* in this instructional program, we will aim to meet California Common Core State Standards while aligning with the Science of Reading. This holistic approach will ensure that students will receive comprehensive literacy instruction that develops both their content knowledge and foundational reading skills, preparing them for academic success and lifelong learning.

English Language Development (Core)

At KIPP Innovation and all KIPP SoCal schools, instruction in English Language Development (“ELD”) for English Learners is grounded in an assets-oriented mindset that knows, values, and affirms students’ and families’ cultures and languages, empowers students’ voices, and cultivates a joy of learning. English Learners at our school will actively participate in intellectually rigorous, relevant, and developmentally appropriate learning experiences across all subject areas that are aligned to the California English Language Development standards. Our school will break down structural barriers early on through a comprehensive ELD approach that will include both integrated and designated instruction. In integrated ELD across all content areas, English Learners will engage with strategically planned scaffolds aligned to their language proficiency levels that will ensure meaningful access to grade-level content and standards. Meanwhile, designated ELD will provide a dedicated space for English Learners to focus on critical language skills essential for academic content learning in English. ELD will be an inclusive and supportive environment where every student can thrive academically and linguistically, prepared to pursue the path they choose.

English Learners in integrated and designated ELD will:

- Express pride in language and culture and consistently experience messaging that multilingualism is a superpower
- Consistently leverage tools such as vocabulary word walls, differentiated sentence frames, or visual models to increase meaningful access to lesson tasks and activities
- Share their prior knowledge and actively engage in class discussions to build upon ideas of peers
- Engage with strategically planned scaffolds that make language demands of a lesson accessible
- Experience lessons with both content and language objectives planned
- Foster metalinguistic awareness through explicit instruction on phonological awareness, semantics, syntax, morphology, and pragmatics
- Engage with experiences in a variety of learning modalities (kinesthetic, auditory, and visual)

KIPP SoCal will leverage high-quality instructional materials for designated ELD from *English 3D*.

Math (Core)

The Charter School will implement a math curriculum that reflects the three Common Core shifts in mathematics: focus, coherence, and balanced rigor (i.e., a balance among conceptual understanding, procedural fluency, and application/problem solving). Our children will benefit from student-centered mathematics that will not only focus on them mastering the grade-level content standards, but equally as much on Common Core's eight standards for mathematical practice, so that our students will learn to think and act like real-life mathematicians.

Mathematics at the Charter School will implement research-based best practices. Our students will build procedural fluency from a foundation of conceptual understanding, with teachers moving through the developmental continuum of engaging with new mathematics. This continuum will start concretely (with tools and manipulatives), then pictorially, and finally abstractly (numbers and symbols), all while emphasizing visual models to represent mathematical ideas. The Charter School will also recognize collaboration and communication as essential components of mathematics instruction. Therefore, classrooms will incorporate partner work, group work, and small-group and whole-class discourse as much as possible. Our ultimate goal will be for our students to see mathematics as a joyful, creative process, and for them to engage in the discipline in a manner that hones their critical thinking skills and ability to collaboratively problem solve in the ways that the jobs of the future will require.

Science (Core)

At KIPP Innovation and all KIPP SoCal schools, science classrooms will immerse students in phenomenon-driven inquiry that cultivates students' grade-level science and engineering skills, critical thinking, and understanding of the world. Students will bring their observations and conceptions of the world to engage with hands-on experimentation, non-fiction texts, and complex simulations and models to refine their explanations of the world around them and develop evidence-based arguments. Our approach will aim to nurture a community of learners who embody the spirit of inquiry and resilience, and have the scientific thinking skills to interpret data, make decisions, and positively impact the environment, resources, and health of their communities. Our commitment to developing every child's potential will propel them toward choice-filled futures, equipped for success in the rigorous high school STEM courses needed to access science-related careers.

Students at the Charter School will participate in the following science units per school year:

- Grade 5: Four 4–6 week science units
- Grades 6–8: Six 4–5 week science units and one engineering unit

The units will use the California Integrated model and incorporate Life Science, Physical Science, Earth and Space Science, and/or Technology.

The Charter School will also use Amplify Science, an NGSS-aligned K–8 curriculum that received high marks from *EdReports*. The curriculum will offer an inquiry-based approach to science that allows students to conceptualize questions and work to find a possible explanation that responds to that question. Students will be guided through meaning and concept construction through various engaging activities that are both learner-centered and hands-on.

Amplify Science was developed by the Lawrence Hall of Science at the University of California, Berkeley. Over 1,000 school districts across the country have adopted Amplify science. The curriculum is aligned to the Next Generation Science Standards and has been rated all green by EdReports. Comprised of high quality lessons that are grounded in real world phenomena, the curriculum provides resources for excellent execution, including student texts, hands on materials, digital simulations, investigation notebooks, and a teacher resources to support differentiation for a variety of student groups.

Social Studies (Core)

The Charter School’s students will become leaders who will ignite transformative change in thought and action for their community. To help bolster that goal, the Charter School will implement a Social Studies program that focuses on developing students who have a strong sense of self-identity and use critical thought to read the world around them. We will nurture critical thinking by using the CCSS and History-Social Science Content Standards to drive all Social Studies lessons objectives.

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

To help our students become agents of change who positively impact the community, our social studies classes will aim to develop a strong sense of history and social, economic, and political trends. During their time at the Charter School, students will develop their historical and social-science analysis skills by 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 Common Core State Standards and California Content Standards for History-Social Science.

Social studies instruction will use a textbook and document-based approach (“DBQ”) combined with exploration using regalia, primary and secondary resources, as well as watching media clips that bring certain topics to life for the students. Students will have the opportunity to conduct research and seek resources to deepen their knowledge based on a particular topic.

In accordance with the Common Core State Standards and California State Content Standards for History-Social Science,. The curriculum will be organized around the broad topics listed below by grade level:

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

Encompassed within the broad theme for each grade are all state standards that build upon prior knowledge, intertwine geography instruction, and deepen students’ understanding of our world and how it has come to be.

Physical Education (Core)

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

The program is organized to reflect the Physical Education Model Content Standards at each grade level which follow these overarching standards:

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

To address the aforementioned content standards, we break up the year-by-year Physical Education period into strands: Concepts of Play and Games, Sports (e.g. soccer, basketball, softball, volleyball, and Ultimate Frisbee), Health, and Fitness. The content standards are incorporated into the strand that best addresses that particular strand.

Art (Non-Core)

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

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

Other core subject areas such as math, reading, science and social studies will be integrated into art lessons. In middle school, mathematics will be integrated into art curriculum units, exploring artistic perception through concepts like Fibonacci sequences in nature-inspired art, the application of proportions and ratios in visual composition, and the exploration of fractal geometry to create intricate designs. An appreciation for art, as well as skills and knowledge, will add to the breadth of knowledge our students will possess to make them competitive students in high school and college, as well as global citizens.

Computer Science (Non-Core)

A robust computer science education program will also be central to KIPP Innovation's whole-child approach to education. Instruction will be organized to develop creative expression, technological literacy, connections, and applications.

Our students will develop an appreciation of technology, a love of experimentation and fun, and the knowledge that anyone can code. During computer science class, students will refine their critical thinking skills and will expand their knowledge of programming concepts. We will incorporate robotics and game design in order to build stronger technological fluency. Students will take ownership of their technical skills through creative coding and expression and will value project presentation as an outlet to demonstrate these skills.

Our students will have the opportunity to focus on specialized areas including application development, robotics, and cybersecurity. By seventh and eighth grade, our students will grow from beginning programmers to intermediate and advanced technologists. Instruction will include programming theory, digital citizenship, and a number of collaborative project routines and procedures.

KIPP Innovation believes high-quality computer science instruction ultimately benefits students by raising academic achievement, building transferable skills, heightening motivation, increasing engagement, developing sound habits of mind, and sharpening social competencies. As students progress through our computer science program, we will empower them to take increasingly greater ownership of their learning, to rely on their intellect, and to broaden their technological literacy.

Values-Based Lessons (Non-Core)

To ensure students develop character strengths in addition to academic skills, students will engage in instructional time focused on strengthening their character. In addition to the shared primary values across the Charter School, each classroom will focus on the development of virtues and character strengths in accordance with the work of Martin Seligman, the founder of Positive Psychology and author of *Authentic Happiness*.

In middle school, values-based lessons will focus on building community and developing our student's interpersonal skills. These lessons will tackle pressing issues like bullying prevention, the impact of social media, and the principles of restorative justice. Teachers will guide discussions that empower students to connect these values to their everyday lives, fostering a deeper understanding of how to navigate real-world challenges collaboratively. This isn't just about imparting knowledge; it's about equipping our students with the tools to engage thoughtfully and compassionately with their peers.

Our values work is integrated both into curriculum/formal learning (i.e., character study within novels), as well as an integral part of our Positive Behavior Intervention and Support Systems ("PBIS"). The Charter School has participated in (and continues to participate in) LACOE PBIS training. The Charter School's PBIS systems for behavior are designed to strengthen values with our students through proactive positive reinforcement. Students are also recognized for displays of values that represent community values through regular celebrations.

Expanded Learning

The Charter School will offer an Expanded Learning program. The Expanded Learning program will provide quality academic and literacy support, healthy supper and snacks, and various enrichment activities. We describe each of these components below:

- ***Academic and Literacy Support*** - Expanded Learning Academic Instructors will focus on supporting students based on their grade level, aligned with lessons being taught during the school day. The program will also incorporate one-on-one, high-dosage tutoring, DEAR ("Drop Everything and Read"), and individual and small-group support with homework.
- ***Healthy Supper and Snacks*** - Through the Charter School's participation with USDA child nutrition programs, the program will provide healthy meals and snacks that meet the nutritional requirements established by local, state, and federal statutes and regulations.
- ***Enrichment Opportunities*** - Enrichment activities in our Expanded Learning Program will be explicitly designed by our team to support academic mastery, layer academic skills, and celebrate academic growth. The program will offer a multitude of enrichment activities from year to year, such as art, robotics, dance, sports, science, and debate, to name a few examples.

The Expanded Learning program ran by the Charter School begins immediately after school on weekdays, Monday through Friday, until 6:00 p.m.

Intervention

At the Charter School, we want everyone to succeed and be on or above grade level at the end of the school year. To ensure this happens, analyzing student achievement data and student work will be paramount in using the Response To Intervention (“RTI”) to create intervention groups. Our intervention program is integrated into the school day, led by full-time teachers, will target core content, and utilize technology and differentiation techniques.

For reading intervention, students will be provided more opportunities to read at their level and scaffold whole-group lessons to meet the needs of these students. We will also leverage DIBELS to support meeting the needs of our readers. Teachers and coaches will analyze school-wide technology reports to identify students who need guidance using our adaptive software effectively during independent work time. As a school, we will commit our time and resources to this structure, and we want to ensure that it is working for students who need the extra push during independent time. Teachers will also differentiate lesson plans with small groups to meet the specific needs of these groups during phonics and guided reading.

For all content areas, teachers will gain a deep understanding of individual student needs and create a roadmap to differentiate instruction. If a student is not making the expected gains, an SSPT meeting will be scheduled. In this meeting, multiple stakeholders will come together to review concerns, strategies to implement, and brainstorm further interventions. These stakeholders include one administrator, one general education teacher, and the EL Coordinator, the referring teacher, and parent or guardian. Other stakeholders may include support services providers, counselors, discipline administrator, registrar, Section 504 designee, and regional behaviorist.

Independent Study

In keeping with California Education Code Sections 51745–51749.3, independent study will be “provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written [parent-school] agreement, and under the general supervision of a credentialed teacher or teachers While independent study students follow the district-adopted [Charter School’s adopted curriculum] adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning.”³¹. Attendance is marked daily, if work is completed for that day. Students who are on independent study are provided work weekly or monthly. This is then tracked on a daily tracker which the school registrar then uses to enter attendance when the student has completed work. Student progress is tracked on their independent study work/attendance tracker. The Independent Study liaison/lead at the school will also track progress on any instructional software (e.g. iReady lessons completed, AR books read/comprehension, etc.). Our ratio has thus far been 1:1 but aim not to exceed 1:3.

The primary purpose of independent study will be to offer a means of individualizing the educational

³¹ California Department of Education, “Independent Study Program Summary,” <https://www.cde.ca.gov/sp/eo/is/isprogramssummary.asp>.

plan for students whose needs may be met best through study outside the regular classroom setting and/or for students whose health would be put at risk by in-person instruction. These factors will be evaluated when the school determines the eligibility for independent study.

Independent study will entail a commitment by both the parent/guardian and the student. As the student gets older, he/she will assume a greater portion of the responsibility involved. The School Leader will determine that the prospective Independent Study student understands and is prepared to meet the Charter School’s requirements for independent study. Independent study may be offered only to students who can achieve in this program as well as or better than they would in the regular classroom.

Before signing an independent study written agreement, if approved for independent study, the parent may request a telephone, videoconference, or in-person student-parent-educator conference, to discuss and ask questions regarding the available curriculum offerings and nonacademic support, before making the decision about enrollment in the independent study program.

Course-List Table

Subject Area	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
English Language Arts	English 5 ELD	English 6 ELD	English 7 ELD	English 8 ELD
History - Social Studies	Social Studies 5	Social Studies 6	World Civilizations	US History
Mathematics	Math 5	Math 6	Pre-Algebra	Algebra Geometry
Science	Science 5	Science 6	Science 7	Science 8
Physical Education	Physical Education 5	Physical Education 6	Physical Education 7	Physical Education 8
Electives	Computer Science Fundamentals of Art	Computer Science Fundamentals of Art	Computer Science Advanced Art	Computer Science Advanced Art

Curricular and Instructional Materials

The table below provides a brief overview of the Charter School’s curricular and instructional materials:

Instructional Programs

English Language Arts (Core)	Fishtank ELA
English Language Development (Core)	English 3D - in alignment with California recommendations for differentiated supports for multilingual learners

Math (Core)	Eureka Math
Science (Core)	Amplify Science
History (Core)	History Alive
Physical Education (Core)	School created units aligned to California state standards
Art (Non-Core)	School created units aligned to California state standards.
Computer Science (Non-Core)	School created units aligned to California state standards.

Supplemental Instructional Resources

Program/Supplemental Resource	Related Standard(s)
Accelerated Reader	A computer program that monitors student reading practice and progress by having students take quizzes on books they have read.
i-Ready MyPath	5-8 Math standards and interventions for previous grade math standards

Course Descriptions

Fifth-Grade English Language Arts

Fifth-grade English Language Arts students will immerse themselves in the mechanics of language with a focus on mastering correlative conjunctions, verb tenses, and the nuanced roles of conjunctions, prepositions, and interjections in sentences. They will refine their command of capitalization, punctuation, and spelling, and learn to craft sentences that are both stylistically engaging and clear. The curriculum will emphasize interpreting figurative language such as similes and metaphors, using context to decipher complex words, and cause-and-effect relationships. It will also focus on applying combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in various contexts. Students will practice quoting text accurately, identifying and summarizing main ideas, and analyzing how different structures and viewpoints shape understanding. They will integrate information from various texts to support their writing and speaking, and contribute meaningfully to discussions. By the end of the year, students will be able to proficiently read and comprehend a range of literature and informational texts and articulate well-supported opinions and analyses with clarity and insight.

Sixth-Grade English Language Arts

In sixth-grade English Language Arts, students will dive into the intricacies of language with an emphasis on mastering grammar, spelling, and punctuation while honing their ability to craft precise and impactful writing. Through reading novels (e.g., *The Outsiders*, *The Giver*, *One Crazy Summer*, etc.), students will explore figurative language and interpret figures of speech within texts. Students will learn to support their analyses with textual evidence and integrate information from various media to build a

cohesive understanding of topics. The course will encourage critical evaluation of arguments and comparisons of different authors' perspectives, aiming to develop students' skills in reading, writing, and speaking with clarity and nuance. By the end of the year, students will proficiently engage with complex texts, write compelling arguments and narratives, and communicate effectively across diverse contexts, all within a scaffolded framework designed to cater to varying levels of proficiency.

Seventh-Grade English Language Arts

In seventh-grade English Language Arts, students will master the art of precise and clear communication through a deep dive into grammar conventions, including the proper use of commas, modifiers, and spelling. They will refine their ability to choose words and phrases that convey ideas succinctly, while also using context to decipher complex vocabulary and interpret figurative language. The course will emphasize critical reading skills, requiring students to cite textual evidence, identify themes, and analyze how authors develop characters and points of view. Students will read a variety of work such as: poetry, non-fiction, and fiction novels. By comparing various media adaptations of texts and engaging in dynamic discussions, students will build analytical and collaborative skills. They will also learn to craft well-structured arguments and organize their writing with clarity and coherence. By year's end, students will proficiently navigate and comprehend complex literary and informational texts and demonstrate their ability to articulate ideas effectively across diverse formats and discussions.

Eighth-Grade English Language Arts

In eighth-grade English Language Arts, students will engage deeply with the mechanics and artistry of language, mastering grammar, punctuation, and nuanced word usage to elevate their writing and speaking. They will explore figurative language and its effects, from verbal irony to puns, and learn to wield verbs in a variety of voices and moods to convey precise meanings and emotions. Textual analysis will be central, with students citing robust evidence to support their interpretations, determining central ideas, and evaluating arguments for soundness and relevance. They will develop skills in structuring and presenting information clearly, using multimedia and other tools to enhance comprehension. Through routine writing tasks — both extended and brief — students will refine their ability to compare texts, analyze structural impacts, and connect ideas across discussions. By year's end, they will independently and proficiently read and interpret complex literary works, drawing connections between modern fiction and traditional narratives.

Fifth-Grade Mathematics

In fifth-grade mathematics, students will learn the place value system to round decimals accurately and master reading, writing, and comparing decimals to the thousandths place. They will become fluent in multiplying multi-digit whole numbers, using the standard algorithm, and tackling the addition, subtraction, multiplication, and division of decimals to the hundredths place through concrete models and place-value strategies. The curriculum will also emphasize the addition and subtraction of fractions with unlike denominators by converting them to equivalent fractions and interpreting fractions as division. Students will solve real-world problems involving fractions and mixed numbers and apply these skills to both visual models and equations. They will measure volume using various units and find the volume of right rectangular prisms by packing unit cubes and using multiplication to further deepen their understanding. By the end of the year, students will confidently navigate complex mathematical concepts and apply them to practical problems with precision and insight.

Sixth-Grade Mathematics

In sixth-grade math, students will embark on a comprehensive exploration of key mathematical concepts such as algebraic thinking, ratios, positive and negative numbers, and statistical thinking. The course will first introduce students to algebraic expressions and equations, teaching students to translate verbal descriptions into algebraic forms, evaluate expressions with exponents, and solve real-world problems using factors and multiples. They will also learn to calculate the area of various geometric shapes, from polygons to prisms. From there, students will focus on operations with decimals and fractions, including addition, subtraction, multiplication, and division, and apply these skills to solve volume problems for both whole and fractional dimensions. They will also delve into ratio reasoning, generating and plotting ordered pairs, solving multi-step ratio problems, and understanding part-to-part and part-to-whole comparisons. The next unit will then extend this knowledge to unit rates and percents, using ratio reasoning for conversions and modeling percents through visual grids. Algebraic thinking will be another critical component of the course. Students will generate equivalent expressions, solve one-variable equations, and model real-world problems. Additionally, students will explore positive and negative numbers, absolute values, inequalities, and the coordinate plane, equipping students to graph and interpret various mathematical scenarios. Finally, the last unit will focus on statistical thinking, requiring students to summarize data using measures of center and variability and display it through various plots. By the end of the year, students will develop a robust toolkit for analyzing and solving complex mathematical problems with confidence.

Seventh-Grade Mathematics

In seventh-grade mathematics, students will explore key concepts such as: proportional relationships, rational number operations, algebraic thinking, geometric concepts, and probability. The course will kick off with proportional relationships, where students will apply scale factors to relate areas in scale drawings, simplify complex fractions, and tackle circumference and area problems involving circles. From there, students will master arithmetic operations (i.e., addition, subtraction, multiplication, and division) of rational numbers, including positive and negative integers, fractions, and decimals. Students will enhance their algebraic thinking by generating equivalent expressions, solving multi-step equations, and interpreting inequalities in various contexts. Additionally, students will solve problems with real-world applications such as simple interest and comparisons of population data. Geometric concepts are also covered. Specifically, students will solve problems related to surface area, angle relationships, and the construction of triangles and other plane figures. Finally, the course will end with probability, challenging students to solve problems involving theoretical and experimental probability, design simulations, and representing event likelihood on a number line. By the end of the year, students will develop a comprehensive mathematical toolkit to solve complex problems and make informed predictions with precision.

Eighth-Grade Mathematics

In eighth-grade mathematics, students will delve into topics that blend geometric transformations, linear and nonlinear relationships, and real-world applications to deepen their mathematical insight. The course begins with students exploring rigid transformations and congruence, as well as learning to identify and apply sequences of rotations, reflections, and translations to demonstrate figure congruence. This concept will be extended to learning the effects of dilations, translations, and rotations, while also tackling angle relationships in triangles. Students will then focus on linear relationships, solving and graphing equations with variables on both sides and writing systems of

equations to model real-world problems. Additionally, students will learn to analyze both linear and nonlinear relationships, comparing function representations and writing equations from verbal descriptions. The next unit will shift to covering integer exponents and scientific notation, simplifying expressions, and performing operations with exponents. Once students have mastered those concepts, they will move on to applying the Pythagorean Theorem to solve real-world problems and exploring rational and irrational numbers. Finally, students will expand their knowledge of statistical analysis by constructing and interpreting scatter plots, fitting linear models to data, and analyzing two-variable data relationships. By the end of the year, students will master a range of mathematical concepts and techniques, preparing them to approach complex problems with confidence and precision.

Fifth-Grade Science

In fifth-grade science, students will dive into a rich exploration of Earth's systems and scientific principles through a series of hands-on and observational units. Students will explore patterns of Earth and sky by using graphical data to understand seasonal variations in shadows and star appearances. They will also craft scientific explanations about gravity and the brightness of celestial bodies relative to their distance from Earth. The next part of the course will delve into matter and involve experiments with heating, cooling, and mixing substances to demonstrate the conservation of matter, as well as making observations to identify materials and their properties. From there, students will learn about the Earth System. Students will develop models to understand the interactions among the geosphere, biosphere, hydrosphere, and atmosphere, and investigate weathering, erosion, and geological changes through careful observation and testing. We will end with a unit on ecosystem restoration that will challenge students to integrate information on how communities use scientific concepts to protect environmental resources and promote sustainability. This comprehensive approach will foster a deep understanding of scientific processes and their impact on the world.

Sixth-Grade Science

In sixth-grade science, students will embark on an in-depth exploration of biological systems, environmental interactions, and engineering principles. They will start by investigating the microbiome, comparing cell and molecular sizes to understand how microorganisms impact human health. In studying metabolism, they will examine cell functions and model how food transforms through chemical reactions to support growth and energy. The course will then delve into traits and reproduction, where students analyze how genetic mutations and reproductive strategies influence organisms. From there, they will do thermal energy investigations that challenge them to design devices that manage heat transfer, while studies of ocean, atmosphere, and climate reveal how Earth's uneven heating shapes regional climates. Weather patterns will be explored through data collection on air-mass interactions, and students will learn to address climate change by evaluating human impacts and proposing solutions. The year will conclude with an engineering project, where students develop and test prototypes, applying their scientific knowledge to achieve optimal designs. This comprehensive curriculum will foster critical thinking and problem-solving skills by integrating science with real-world applications.

Seventh-Grade Science

In seventh-grade science, students will immerse themselves in understanding Earth's dynamic systems and the principles of environmental science through a series of hands-on investigations and models. The course will kick off with an analysis of plate tectonics, using fossil and rock data to trace historical plate movements. Students will then delve into rock transformations, exploring how Earth's materials cycle

and how geoscience processes shape the planet over time. They will develop models to predict phase changes of substances under varying thermal conditions and investigate chemical reactions by examining molecular structures and substance interactions. A focus on ecosystems will highlight the impact of resource availability on populations and the intricate flow of matter and energy. A mock “engineering internship” will push students to tackle real-world design challenges by defining problems, evaluating solutions, and forecasting natural hazards to inform technology development. Additionally, the course will include a unit on sexual health education, guiding students through identity exploration, bodily awareness, and relationship skills. This comprehensive curriculum will foster a deep understanding of scientific principles and their real-world applications, while supporting students’ personal growth and environmental stewardship.

Eighth-Grade Science

In eighth-grade science, students will embark on a dynamic exploration of physical forces, energy, and biological evolution through a series of hands-on investigations and models. They will start by examining how kinetic energy transfer impacts objects and how this principle can be harnessed to solve real-world problems. From there students will delve into light waves, learning how wave properties like amplitude relate to energy and how waves interact with different materials. They will explore the fundamentals of force and motion, using Newton’s Third Law to design solutions for colliding objects and graphing the relationships between kinetic energy, mass, and speed. Investigations into magnetic fields will reveal how forces act at a distance and how changing object arrangements affect potential energy. The course will then shift to cosmic patterns, modeling the Earth-sun-moon system to understand lunar phases, eclipses, and seasonal changes, while examining gravity’s role in celestial motions. In the realm of biology, students will explore natural selection and evolutionary history, analyzing genetic mutations and fossil records to understand life’s diversity and extinction over Earth’s 4.6-billion-year history. The course will culminate in a mock “engineering project” where students design a container to protect an egg from a fall, integrating their knowledge of force and motion into practical problem-solving. This comprehensive approach will encourage a deep understanding of scientific principles and their real-world applications, while fostering critical thinking and innovation.

Fifth-Grade Social Studies

In fifth-grade social studies, students will embark on an immersive journey through American history and geography, unraveling the complex tapestry of human and physical landscapes. The course will begin with students mastering geographic concepts like longitude and latitude to plot locations and writing compelling narratives about their experiences to identify their place in history. They will then explore the original people of North America, examining the diverse pre-Columbian cultures from the cliff dwellers of the Southwest to the nomadic Plains nations. As they delve into early American explorers, students will trace exploration routes, analyze the motivations and technological advances behind European voyages, and assess the impact of these explorers on the Americas. From there, students will study the founding of the colonies. This unit will reveal the dynamic interactions between Native Americans and settlers and the geographical and political influences on the 13 original colonies. The unit will also describe the introduction of slavery into America, the struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. Moving onto the American Revolution, students will investigate the causes and key figures of the revolution, including the drafting of the Declaration of Independence and its enduring significance. Subsequently, students will learn about the creation and importance of the U.S. Constitution. The course will culminate with tracing the patterns of American settlement and expansion from 1789 to the mid-1800s. This comprehensive

approach will provide students with a nuanced understanding of America's history, geography, and foundational principles.

Sixth-Grade Social Studies

In sixth-grade social studies, students will embark on a comprehensive journey through early civilizations and their legacies. First, students will explore the transition from Paleolithic societies to agricultural communities, focusing on the development of tools and the impact of climatic changes. They will then delve into the Kingdoms of Egypt and Kush. In this unit, students will analyze the rise of complex societies along major river systems, the significance of Hammurabi's Code and early writing systems. The course will continue with a section on the Ancient Hebrews where students examine the geographical and historical context of Hebrew settlements and the profound significance of the Exodus. As they explore Ancient India, they will investigate the Aryan migrations, the evolution of Brahmanism into Hinduism, and the intricacies of the caste system. The study of ancient China will cover the origins of Chinese civilization, the impact of Confucianism and Taoism, the achievements of Shi Huangdi and the Han Dynasty, and the significance of the Silk Roads. In ancient Greece, students will analyze the influence of geography on Greek city-states, the evolution of democracy, Greek mythology, and the enduring contributions of figures like Socrates and Alexander the Great. The course will conclude with ancient Rome, detailing the rise of the Roman Republic and Empire, the spread of Christianity, and the lasting legacies of Roman innovations in governance, culture, and infrastructure. Through these units, students will gain a rich understanding of how ancient civilizations have shaped the modern world.

Seventh-Grade Social Studies

In seventh-grade social studies, students will learn about the rise and fall of civilizations, exploring the complex tapestry of human development from various regions across history. Beginning with the fall of Rome, they will delve into the empire's expansion, its enduring contributions, and the subsequent rise of the Byzantine Empire, analyzing the split between Eastern Orthodox and Roman Catholic traditions. The course will then transition to medieval Europe, where students examine the geographic and social dynamics that shaped feudalism, the spread of Christianity, and the impact of the bubonic plague. This exploration will continue with the rise of Islam, tracing its origins, cultural expansions, and intellectual contributions. Students will also explore the thriving sub-Saharan African kingdoms, including Ghana and Mali, and their trade networks, as well as the intricate developments within imperial China, from the Tang Dynasty to the Ming Dynasty. In the Americas, they will compare Meso-American and Andean civilizations, uncovering their societal structures and achievements. The course will culminate with examining medieval Japan's unique blend of cultural influences and the samurai's rise. This course will provide a comprehensive overview of how diverse civilizations navigated their environments, shaped their societies, and influenced the world.

Eighth-Grade Social Studies

In eighth-grade social studies, students will embark on an in-depth exploration of the pivotal moments and transformative forces that shaped modern America. The curriculum will begin with an analysis of the Civil War and Reconstruction, examining the profound causes and far-reaching effects of the conflict, including the debates over slavery, state and federal authority, and the enduring legacy of key figures like Abraham Lincoln. From there, students will traverse the era of Westward Expansion, scrutinizing the implications of Manifest Destiny, the Texas War for Independence, and the Mexican-American War. The course will then delve into the Industrial Revolution, exploring its economic and

social upheavals, the rise of industrial giants, and the responses of labor movements and immigration. As students progress to the era of imperialism and World War I, they will analyze American motives for expansion, the impacts of industrialization on warfare, and the repercussions of U.S. involvement in global conflicts. The curriculum will continue with an examination of the Great Depression and World War II, evaluating the New Deal's effects, the rise of totalitarian regimes, and the complex moral questions surrounding wartime decisions. Finally, students will explore the Civil Rights Movement, tracing the struggle for racial equality through key events, influential leaders, and landmark legislation. This comprehensive study will not only deepen students' understanding of historical events but will also encourage them to critically engage with the forces that continue to shape contemporary society.

Physical Education

In Physical Education, students are taught the importance of fitness, movement and the critical aspects of active living to one's health. Students will learn to perform a variety of motor skills and movement patterns. They will learn how to properly maintain a healthy fitness level and lifestyle, while applying strategies to simultaneously improve their physical health and performance. The course will also focus on the psychological effects of physical activity helping students recognize the impact it has on mindset and motivation. By the end of the course, students will be more informed, resilient, and empowered in their approach to lifelong fitness and well-being.

Art

In our visual arts course, students are immersed in coursework that inspires creative expression and critical thinking. Through hands-on engagement they explore the fundamental elements of art and principles of design, learning not only the technical language of the arts but also how to reflect, critique, and connect their personal experiences to their creative process. The course encourages students to generate their work, display it for others, reflect on its meaning, and relate it to broader contexts. In visual arts students develop a lifelong appreciation and understanding of art as a tool for problem-solving, personal expression, and critical engagement with the world. By the end of the school year students will know to craft, reflect, and deepen their connection to art.

Computer Science

In computer science, students are empowered to express themselves by developing both programming and critical thinking skills. Through hands-on robotics and creative coding projects, they learn to create and control digital systems by identifying user needs and computational processes. Students engage in collaborative inquiry to design original applications, propose technical solutions, and solve real-world challenges. They refine their work through repetitive debugging, testing, and analysis, drawing on mathematical reasoning, ethical considerations, and technological research. By sharing their projects with peers and the community, students gain insight into how technology reflects and influences society, while building a deeper understanding of computational thinking, problem-solving methodologies, and the power of code to create meaningful change.

Academic Calendar and Schedules

This section provides an overview of the Charter School's academic calendar and schedules. In the subsections below, we include an academic calendar for the first year of the new charter term. We put

forward a comprehensive set of sample daily schedules. And we detail the instructional days and minutes for each grade level served.

Academic Calendar for the First Year of Charter Term

The academic calendar for the first year of the charter term is below:

Legend

Non-instructional day
 Non school day

Period Schedules

Regular (3:30)
 Early Release (1:00)
 Testing Day (3:30)

Key Dates

Tu, Sep 1	.....	Non school Day, Holiday
Mo, Oct 12	.....	Non school Day, Holiday
Mo, Oct 19	.....	Non school Day, Teacher PD
Mo, Oct 26	.....	Instructional Day, PT Conference
Tu, Oct 27	.....	Instructional Day, PT Conference
We, Oct 28	.....	Instructional Day, PT Conference
Th, Oct 29	.....	Instructional Day, PT Conference
Fr, Oct 30	.....	Instructional Day, PT Conference
We, Nov 11	.....	Non school Day, Holiday
Mo, Nov 23	.....	Non school Day, W/S Recess
Tu, Nov 24	.....	Non school Day, W/S Recess
We, Nov 25	.....	Non school Day, W/S Recess
Th, Nov 26	.....	Non school Day, W/S Recess
Fr, Nov 27	.....	Non school Day, W/S Recess
Mo, Nov 30	.....	Non school Day, W/S Recess
Mo, Dec 21	.....	Non school Day, W/S Recess
Tu, Dec 22	.....	Non school Day, W/S Recess
We, Dec 23	.....	Non school Day, W/S Recess
Th, Dec 24	.....	Non school Day, W/S Recess
Fr, Dec 25	.....	Non school Day, W/S Recess
Mo, Dec 28	.....	Non school Day, W/S Recess
Tu, Dec 29	.....	Non school Day, W/S Recess
We, Dec 30	.....	Non school Day, W/S Recess
Th, Dec 31	.....	Non school Day, W/S Recess
Fr, Jan 1	.....	Non school Day, W/S Recess
Mo, Jan 4	.....	Non school Day, W/S Recess
Tu, Jan 5	.....	Non school Day, W/S Recess
We, Jan 6	.....	Non school Day, W/S Recess
Th, Jan 7	.....	Non school Day, W/S Recess
Fr, Jan 8	.....	Non school Day, W/S Recess
Mo, Jan 11	.....	Non school Day, Teacher PD
Mo, Jan 18	.....	Non school Day, Holiday
Mo, Feb 15	.....	Non school Day, Holiday
Mo, Mar 8	.....	Non school Day, Teacher PD
Mo, Mar 29	.....	Non school Day, W/S Recess
Tu, Mar 30	.....	Non school Day, W/S Recess
We, Mar 31	.....	Non school Day, W/S Recess
Th, Apr 1	.....	Non school Day, W/S Recess
Fr, Apr 2	.....	Non school Day, W/S Recess
Mo, Apr 5	.....	Instructional Day, PT Conference
Tu, Apr 6	.....	Instructional Day, PT Conference
We, Apr 7	.....	Instructional Day, PT Conference
Th, Apr 8	.....	Instructional Day, PT Conference
Fr, Apr 9	.....	Instructional Day, PT Conference
Mo, May 31	.....	Non school Day, Holiday
Fr, Jun 11	.....	Instructional Day, Last Day of School

July						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Total number of instructional days this year: **180**
 Total number of regular days this year: **134**
 Total number of early dismissal days this year: **46**

Sample Daily Schedules

The Charter School’s sample daily schedules are outlined below. Please note that integrated ELD is incorporated in every content area within the content block through strategically incorporated scaffolds aligned to lesson objectives:

Fifth Grade Monday - Early Dismissal (1:00pm)							
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructional (I) or Non-instructional (N)?
7:30 AM	7:50 AM	Breakfast/Arrival				20	N
8:00 AM	8:23 AM	Advisory/Community Building				23	I
8:25 AM	9:10 AM	Social Studies	Elective	Math	Science	45	I
9:12 AM	9:57 AM	Science	Social Studies	Elective	ELA	45	I
9:59 AM	10:44 AM	ELA	Science	Social Studies	Math	45	I
10:46 AM	11:31 AM	Math	ELA	Science	Elective	45	I
11:33 AM	12:13 PM	Lunch/Recess				40	N
12:15 PM	1:00 PM	Elective	Math	ELA	Social Studies	45	I
						Total Instructional Minutes	248

Fifth Grade Tuesday–Friday (Regular Day 3:30pm)							
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructional (I) or Non-instructional (N)?
7:30 AM	7:50 AM	Breakfast/Arrival				20	N
8:00 AM	8:35 AM	Math Intervention				35	I
8:37 AM	9:39 AM	Social Studies	Elective	Math	Science	62	I
9:41 AM	9:51 AM	Recess & Second Chance Breakfast				10	N
9:53 AM	10:55 AM	Science	Social Studies	Elective	ELA	62	I
10:57 AM	11:59 AM	ELA	Science	Social Studies	Math	62	I

12:01 PM	12:41 PM	Lunch/Recess				40	N
12:43 PM	12:48 PM	Calm Classroom				5	I
12:48 PM	1:50 PM	Math	ELA	Science	Elective	62	I
1:52 PM	2:54 PM	Elective	Math	ELA	Social Studies	62	I
2:56 PM	3:30 PM	Independent Reading + ELD + Reading Intervention				34	I
					Total Instructional Minutes:	384	

Sixth Grade Monday - Early Dismissal (1:00pm)							
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructional (I) or Non-instructional (N)?
7:30 AM	7:50 AM	Breakfast/Arrival				20	N
8:00 AM	8:23 AM	Advisory/Community Building				23	I
8:25 AM	9:10 AM	Social Studies	Elective	Math	Science	45	I
9:12 AM	9:57 AM	Science	Social Studies	Elective	ELA	45	I
9:59 AM	10:44 AM	ELA	Science	Social Studies	Math	45	I
10:46 AM	11:31 AM	Math	ELA	Science	Elective	45	I
11:33 AM	12:13 PM	Lunch/Recess				40	N
12:15 PM	1:00 PM	Elective	Math	ELA	Social Studies	45	I
					Total Instructional Minutes:	248	

Sixth Grade Tuesday–Friday - (Regular Day 3:30pm)							
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructional (I) or Non-instructional (N)?
7:30 AM	7:50 AM	Breakfast/Arrival				20	N
8:00 AM	8:35 AM	Math Intervention				35	I
8:37 AM	9:39 AM	Social Studies	Elective	Math	Science	62	I
9:41 AM	9:51 AM	Recess & Second Chance Breakfast				10	N

9:53 AM	10:55 AM	Science	Social Studies	Elective	ELA	62	I
10:57 AM	11:59 AM	ELA	Science	Social Studies	Math	62	I
12:01 PM	12:41 PM	Lunch/Recess				40	N
12:43 PM	12:48 PM	Calm Classroom				5	I
12:48 PM	1:50 PM	Math	ELA	Science	Elective	62	I
1:52 PM	2:54 PM	Elective	Math	ELA	Social Studies	62	I
2:56 PM	3:30 PM	Independent Reading + ELD + Reading Intervention				34	I
						Total Instructional Minutes:	384

Seventh Grade Mondays - Early Dismissal (1:00pm)							
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructional (I) or Non-instructional (N)?
7:30 AM	7:50 AM	Breakfast/Arrival				20	N
8:00 AM	8:23 AM	Advisory/Community Building				23	I
8:25 AM	9:10 AM	Social Studies	Elective	Math	Science	45	I
9:12 AM	9:57 AM	Science	Social Studies	Elective	ELA	45	I
9:59 AM	10:44 AM	ELA	Science	Social Studies	Math	45	I
10:46 AM	11:31 AM	Math	ELA	Science	Elective	45	I
11:33 AM	12:18 PM	Elective	Math	ELA	Social Studies	45	I
12:20 PM	1:00 PM	Lunch/Recess				40	N
						Total Instructional Minutes:	248

Seventh Grade Tuesday–Friday (Regular Day 3:30pm)							
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructional (I) or Non-instructional (N)?

7:30 AM	7:50 AM	Breakfast/Arrival				20	N
8:00 AM	8:35 AM	Independent Reading + ELD + Reading Intervention				35	I
8:37 AM	9:39 AM	Social Studies	Elective	Math	Science	62	I
9:41 AM	9:51 AM	Recess & Second Chance Breakfast				10	N
9:53 AM	10:55 AM	Science	Social Studies	Elective	ELA	62	I
10:57 AM	11:59 AM	ELA	Science	Social Studies	Math	62	I
12:01 PM	1:03 PM	Math	ELA	Science	Elective	62	I
1:05 PM	1:45 PM	Lunch/Recess				40	N
1:47 PM	1:52 PM	Calm Classroom				5	N
1:52 PM	2:54 PM	Elective	Math	ELA	Social Studies	62	I
2:56 PM	3:30 PM	Math Intervention				34	I
					Total Instructional Minutes:	379	

Eighth Grade Monday - Early Dismissal (1:00pm)							
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructional (I) or Non-instructional (N)?
7:30 AM	7:50 AM	Breakfast/Arrival				20	N
8:00 AM	8:23 AM	Advisory/Community Building				23	I
8:25 AM	9:10 AM	Social Studies	Elective	Math	Science	45	I
9:12 AM	9:57 AM	Science	Social Studies	Elective	ELA	45	I
9:59 AM	10:44 AM	ELA	Science	Social Studies	Math	45	I
10:46 AM	11:31 AM	Math	ELA	Science	Elective	45	I
11:33 AM	12:18 PM	Elective	Math	ELA	Social Studies	45	I
12:20 PM	1:00 PM	Lunch/Recess				40	N
					Total Instructional Minutes:	248	

Eighth Grade Tuesday–Friday - (Regular Day 3:30pm)							
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructional (I) or Non-instructional (N)?
7:30 AM	7:50 AM	Breakfast/Arrival				20	N
8:00 AM	8:35 AM	Independent Reading + ELD + Reading Intervention				35	I
8:37 AM	9:39 AM	Social Studies	Elective	Math	Science	62	I
9:41 AM	9:51 AM	Recess & Second Chance Breakfast				10	N
9:53 AM	10:55 AM	Science	Social Studies	Elective	ELA	62	I
10:57 AM	11:59 AM	ELA	Science	Social Studies	Math	62	I
12:01 PM	1:03 PM	Math	ELA	Science	Elective	62	I
1:05 PM	1:45 PM	Lunch/Recess				40	N
1:47 PM	1:52 PM	Calm Classroom				5	N
1:52 PM	2:54 PM	Elective	Math	ELA	Social Studies	62	I
2:56 PM	3:30 PM	Math Intervention				34	I
Total Instructional Minutes:						379	

Instructional Days and Minutes Table

The table below details the instructional days minutes for each grade level served:

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
5	Yes	134	384	46	248	180	54000	62864	8864
6	Yes	134	384	46	248	180	54000	62864	8864
7	Yes	134	379	46	248	180	54000	62060	8060

8	Yes	134	379	46	248	180	54000	62194	8194
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Professional Development

In this section, the Charter School describes how it will provide ongoing professional development to ensure that teachers and other team members have the capacity to deliver the educational program. The section also describes how the Charter School will recruit credentialed teachers and support new teachers with professional development.

Professional Development Plan

At the beginning and end of each year, KIPP Innovation will ground itself by reflecting on the degree to which our school has realized its mission. We will break down each phrase of our mission and thoroughly dig into its meaning and reflection in our actions and priorities. Each year, the list of “what needs to be improved” will decrease as the list of “what is working well” grows.

Once the school year begins, our administrative team will provide weekly targeted professional development to team members in such high-leverage topics as instructional design, classroom management, student culture, data-driven instruction, common core standards, design-thinking, technology integration, literacy instruction, experiential learning, and parent and community engagement. Training on how teachers can monitor and report the progress of English Learners and other student groups will be embedded into all of the teaching training, as well as maximizing small-group instruction and other instruction-based professional development. By focusing on teaching and learning, professional development will help our students reach their learning goals.

Sample Professional Development Schedule

Month	Topic
September	<ul style="list-style-type: none"> ● Unit and lesson internalization processes ● Planning with the End in Mind ● Administering DIBELS & i-Ready Benchmark Assessments ● Great Shake Preparation ● Counseling 101 ● Home Visits ● Leadership Team Meeting ● SSPT Lead Training ● Research For Better Teaching ● Special Education Teacher Cohort ● Multilingual Learner Coordinator Training ● Registrar Professional Development
October	<ul style="list-style-type: none"> ● Executing a Clear Lesson Opening and Model ● Digging Deeper into Unit and Lesson Internalization ● Responding to BOY Data and Strategically Planning for Small Groups ● Trauma-Informed Classrooms ● Leadership Team Meeting ● Research For Better Teaching

	<ul style="list-style-type: none"> ● Special Education Teacher Cohort ● PBIS Training ● School Counselor Meeting ● Registrar Professional Development
November	<ul style="list-style-type: none"> ● Executing an Impactful Guided Practice and Gathering Formative Data ● Small Group Best Practices ● Unit Assessment Data Analysis and Reteach Approach ● SSPT Lead Training ● Leadership Team Meeting ● Training for SBAC Coordinators ● Research For Better Teaching ● Special Education Teacher Cohort ● School Counselor Meeting ● Registrar Professional Development
December	<ul style="list-style-type: none"> ● Executing an Impactful Guided Practice and Gathering Formative Data ● Unit Assessment Data Analysis and Reteach Approach ● Culturally Relevant Pedagogy ● Leadership Team Meeting ● Special Education Teacher Cohort ● School Counselor Meeting ● Registrar Professional Development
January	<ul style="list-style-type: none"> ● Responding to MOY Data and Strategically Planning for Small Groups ● Additional Training for i-Ready Coordinators ● Research For Better Teaching ● Leadership Team Meeting ● PBIS Training ● Additional Training for DIBELS Coordinators ● Special Education Teacher Cohort ● School Counselor Meeting ● Multilingual Learner Coordinator Training ● Registrar Professional Development
February	<ul style="list-style-type: none"> ● Looking at Student Work Protocol ● SSPT Lead Training ● School Counselor Meeting ● Leadership Team Meeting ● Research For Better Teaching ● Special Education Teacher Cohort ● Registrar Professional Development
March	<ul style="list-style-type: none"> ● Responding to SBAC Interim Data and Planning for Reteach ● School Counselor Meeting ● Leadership Team Meeting ● Research For Better Teaching ● Special Education Teacher Cohort

	<ul style="list-style-type: none"> ● Registrar Professional Development
April	<ul style="list-style-type: none"> ● Responding to Data and Planning for Reteach ● Special Education Teacher Cohort ● School Counselor Meeting ● PBIS Training ● Multilingual Learner Coordinator Training
May	<ul style="list-style-type: none"> ● Long Term Planning ● Special Education Teacher Cohort ● School Counselor Meeting ● DIBELS Coordinator Training ● Registrar Professional Development
June	<ul style="list-style-type: none"> ● Analyzing EOY Data and Reflections for the Following School Year ● School Counselor Meeting ● Special Education Teacher Cohort ● i-Ready Coordinator Training ● Registrar Professional Development ● Closeout: Ending the School Year
Summer Professional Development	<ul style="list-style-type: none"> ● Onboarding New Team Members ● Mission, Character Strengths, and Values ● Start Strong Conference (featuring sessions on content-specific best practices, student engagement, data-driven instruction, classroom management, and cultural sensitivity) ● Family Engagement ● Performance Management (i.e., instructional coaching, beginning-of-year reflections, and goal setting)

Recruiting Credentialed Teachers and Supporting New Teachers

Team member selection will be one of the most critical aspects of KIPP Innovation’s success. This process will help us find driven candidates and hire team members who exhibit both the key character strengths and the outstanding past results that will make them successful in delivering our instructional program. Our teachers must be data-driven, student-focused, innovative and creative in the classroom, collaborative, persistent, and exceptionally caring for all students. They must have strong and positive professional recommendations, be team players, embody and exemplify the values of KIPP Innovation, and be committed to the school’s vision and mission.

Team member recruitment will happen via a series of methods. KIPP SoCal will recruit teachers at teacher hiring events, education conferences, and special recruitment events. Additionally, KIPP SoCal will advertise teacher openings on college and university job boards as well as other education-related job boards. KIPP SoCal’s Director of Talent Acquisition will lead these recruitment efforts in conjunction with KIPP Innovation’s School Leader. To seek out a diverse pool of the best candidates, we will implement a strategic recruitment plan. Some of the strategies that we use are outlined below:

- ***Schools of Education at UCLA, USC, Pepperdine and Loyola Marymount University:*** KIPP SoCal will post job descriptions on local job boards and tap colleagues to source high quality candidates.
- ***Established Current Contacts:*** The School Leader will reach out to colleagues who may know high quality teachers looking for positions. The School Leader will also leverage contacts already developed by KIPP SoCal Public Schools.
- ***Other KIPP SoCal Team Members:*** The School Leader will reach out to other KIPP SoCal school team members to see if they have any friends or colleagues who are interested in teaching. The KIPP Innovation website will include the school's vision, mission, goals, and values as well as information on KIPP SoCal, such as its history, network success, and the Five Pillars. Job descriptions will also be posted on the KIPP SoCal's website along with contact information and information on how to apply by November 1 of every year.

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

In cases where the School Leaders are unable to visit a candidate's classroom, for example a candidate who lives out of state, a candidate may submit a video. For non-teaching positions, candidates complete an online application and pre-interview questions before moving forward to interview with the School Leaders, and if needed, interview with a panel. The School Leader makes all final hiring decisions for the instructional and non-instructional team members at KIPP Innovation.

Our new teachers will attend Big KIPPster Kickoff, where they will engage in curriculum training with KIPP SoCal's Teaching & Learning team. They will also engage in a strand of training focused on foundational teaching skills based on the Get Better Faster Rubric. This strand will be led by our Associate Director of New Teacher Development. In addition, new teachers will be observed on a frequent cadence and participate in weekly one-on-one meetings with an instructional coach from their school to develop their teacher practice to ensure student outcomes.

Meeting the Needs of All Students

In this section, we describe how the Charter School will meet the educational needs of specific student groups, including English Learners, gifted and talented students, students achieving above grade level, students achieving below grade level, socioeconomically disadvantaged students, Students With Disabilities, foster youth, and homeless youth.

English Learners

The Charter School will adhere to KIPP SoCal's EL Master Plan and comply with all federal, state, and judicial mandates for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. Given the demographics of LAUSD, with a 18.6% English Learner

student population in the 2024–2025 school year,³² the Charter School expects that a significant number of students will be classified as English Learners. The Charter School will be dedicated to providing these students with an exceptional education and transitioning them into English-language proficiency through the use of the Charter School’s services and teaching methods. The Charter School is committed to reclassifying all English Learners who enroll as TK/Kindergarteners by fourth grade. For students enrolling in fifth grade or later, we are committed to implementing more individualized supports and reclassification goals to account for greater diversity in proficiency gaps. The Charter School will recognize the importance of valuing students’ native languages and reinforcing an appreciation for the cultures, customs, and languages of all students through the school’s core curriculum, enrichment programs, elective course offerings, and character-building curriculum.

Process for Identifying English Learners

The Charter School will adhere to all applicable state and federal laws and regulations with respect to identifying students who are English learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the Charter School. Students whose primary language is not English will be assessed using the English Language Proficiency Assessments for California (“ELPAC”) Initial Assessment (“IA”) if they have not previously been identified as English Learners by a California public school or if there is no record of prior ELPAC test results on CALPADS. The ELPAC assessment will take place within 30 days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

Language Proficiency Assessments

Once a student is identified as an English Learner, the student will be assessed annually using the ELPAC Summative Assessment. The English language proficiency of all currently enrolled English Learners will be assessed in accordance with the test contractor’s directions and Education Code guidelines. Students With Disabilities will be permitted to take the test with the accommodations identified in the student’s IEP or Section 504 plan. The Summative Alternate ELPAC will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. The Charter School will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and

³² California Department of Education, "2023–24 Enrollment by English Language Acquisition Status (ELAS) and Grade: Los Angeles Unified Report (19-64733)," <https://dq.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=1964733&agglevel=District&year=2023-24>.

	academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

<http://www.cde.ca.gov/ta/tg/ep/elpacpld.asp>

Parents will be notified via mail of their child’s ELPAC scores and progress each year. Parents will also be notified when their child has met all criteria for reclassification and their approval will be requested.

In addition to the ELPAC assessment, English Learners at the Charter School will be assessed using local verified assessments in Reading in the fall, winter, and spring (e.g., i-Ready, Star, DIBELS). Through the assessments, the Charter School will be able to monitor the progress of English Learners throughout the school year and adjust program placement and academic support as necessary. English Learners who also have an individualized education program (“IEP”) or Section 504 Plan will be assessed with ELPAC and the local verified assessment, unless an alternate assessment is specified in the IEP or Section 504 Plan. All required accommodations and modifications to assessments will be provided, as specified in the student’s IEP or Section 504 Plan.

The Charter School will use data from annual ELPAC, local verified assessments, other standardized test data (e.g., CAASPP), teacher observations, and parent input to make informed decisions about student education plans, determine annual instructional program priorities, teacher and leader development focus, and topics for professional learning.

Educational Programs

The Charter School will provide a Structured English Immersion Program with a comprehensive designated and integrated ELD instructional program to meet the grade-appropriate academic goals and language learning needs of every enrolled English Learner.

Integrated ELD. Teachers at the Charter School will use the English Language Development (“ELD”) standards set in alignment with the Common Core State Standards to ensure effective instructional practices across all disciplines for English Learners. Teachers will internalize lessons with attention to content and language demands and leverage Specially Designed Academic Instruction in English (“SDAIE”) strategies to make instruction interactive, engaging, meaningful, relevant, intellectually rich, and challenging. Examples of utilizing SDAIE strategies will include supporting verbal explanations with nonverbal cues, designing appropriate learning sequences to build background knowledge, and incorporation of visuals, graphic organizers, manipulatives and hands-on-learning experiences. More specifically, teachers of English Learners will target the key areas below to strengthen access to grade level content and instruction:

- 1) Vocabulary and Language Development
 - i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
 - ii) Teachers will build on students’ background knowledge.
 - iii) Classrooms will reflect a language rich environment (e.g., language charts, shared reading and writing experiences, and other writing displayed throughout the room and used daily by students).

- 2) Guided Interaction (collaborative learning)
 - i) Teachers will structure lessons so students work together to understand what they read by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
 - ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
 - iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

- 3) Metacognition and Authentic Assessment
 - i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
 - ii) Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
 - iii) Teachers will “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

- 4) Explicit Instruction
 - i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

- 5) Meaning-Based Context and Universal Themes
 - i) Teachers will incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
 - ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
 - iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

- 6) Modeling, Graphic Organizers, and Visuals
 - i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as “Thinking Maps”), pictures, diagrams, summaries, and charts to help English Learners easily recognize essential information and its relationship to supporting ideas.

Designated ELD. English Learners will participate in designated ELD at least four times per week for 20-30 minutes per session. During designated ELD, teachers will meet with EL students to address specific language standards and skills that will support proficiency and increased access to grade-level content. The Charter School has adopted English Language Development curricula aligned to the California English Language Development Standards to ensure that all teachers have the resources necessary to deliver high quality support for their EL students:

- In grades 5–8, teachers will utilize the *English 3D* curriculum

Teachers will use curricular assessments and formative and summative assessment methods to guide instructional decisions and identify the students’ strengths and areas of growth in language development.

Multi-Tiered Systems of Support. The Charter School will use the Student Support and Progress Team (“SSPT”) aligned to the Multi-Tiered Systems of Support (“MTSS”) approach in determining appropriate support strategies and research-based interventions for all students, including English Learners. SSPTs will use a collaborative model to identify Tier-2 and Tier-3 interventions to improve student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically, or behaviorally in the general education setting.

Each school will appoint an SSPT designee who will be responsible for monitoring the fidelity of the SSPT process for teachers, students, and their families and leading the core instructional team in regular school-wide data analysis to monitor student progress and identify those in need of additional interventions.

The Core SSPT is comprised of one administrator, one general education teacher, the EL Coordinator, and others who may include:

- Referring teacher (required)
- Parent or guardian (required)
- Support services providers
- Counselors
- Discipline administrator

- Registrar
- Section 405 designee
- Regional behaviorist

The EL Coordinator, as part of the Core SSPT, will review progress of English Learners and long-term English Learners (“LTELs”) on at least a quarterly basis to determine if additional intervention is needed or if students become eligible to reclassify. Tier-2 and Tier-3 intervention for English Learners will include access to after-school intervention, incorporation of a supplemental program such as *Lexia English* at school and at home, small-group pull-out services during the school day, or a specific plan for language scaffolds and resources that the student will use (e.g., thesaurus, word banks, vocabulary picture books, etc.).

The Charter School will employ teachers with proper authorization or certifications to serve English Learners, with instructional assistants and after-school instructors providing additional support. Our goal will be to ensure quality services that enable English Learners to attain English-language proficiency and to have full access to the range of educational opportunities afforded all students. Faculty will receive professional development and coaching in working with English Learners to support with effective implementation of services. A Dean or other school leadership team member will serve as the EL Coordinator and will lead and organize teacher development focused on supporting English Learners.

Reclassification

The goal of the Charter School’s English Learner program will be to have all English Learners make steady annual progress toward proficiency and ultimately progress to classification as Reclassified Fluent English Proficient (“RFEP”).

A student will be considered to be eligible for reclassification once the following criteria are met:

1. Demonstrate academic English proficiency on Summative ELPAC with an overall score of 4 or on Summative Alternate ELPAC with an overall score of 3.
2. Teacher Evaluations
Teacher determination of Level 3 or Level 4 on reclassification teacher input form aligned to the Observation Protocol for Teachers of English Learners (OPTL).

<p>Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)</p>	<ul style="list-style-type: none"> ● The student often exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. ● With light teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
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	<ul style="list-style-type: none"> ● The student often appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.
<p>Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)</p>	<ul style="list-style-type: none"> ● The student consistently exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. ● With minimal teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers. ● The student consistently comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

3. Parent Consultation

- a. Parent or guardian consultation to answer questions, discuss student performance on each criterion (Criteria 1–4), and identify any necessary goals or support for the student to succeed in rigorous, grade-level learning.

4. Basic Skills

Demonstrate ELA proficiency on the most recent administration of **one** of the following assessments:

- CAASPP ELA (Grades 3–8): score of 3- Standard Met or 4 - Standard Exceeded
- iReady Reading: score of 50th percentile or above in grades K–8
- Renaissance STAR Reading: score of 50th percentile or above for grades K–8
- DIBELS 8th Edition (Grades K–8): composite score equivalent to benchmark or above benchmark for grade level

The EL Coordinator and school leadership team will develop data analysis structures to monitor internal student assessment data in all content areas with attention to EL performance. The EL Coordinator will monitor student data to identify English Learners who meet all criteria for reclassification during beginning-of-year, middle-of-year, and end-of-year checkpoints. When students become eligible for reclassification, teachers and guardians are consulted, student records are updated, and documentation filed into the student’s cumulative folder. Along the way, as focus areas emerge on a student’s progress toward reclassification, teachers will be informed that the school team may implement interventions in and out of the classroom to target areas of need.

Students with disabilities, including those on the alternate curriculum, are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of English Language Proficiency (ELP) and performance in basic skills, and minimum levels of proficiency on these measures that would be equivalent to native English-speaking peers with similar disabilities in the same grade level. For reclassification purposes, EL students with disabilities are defined as EL students who have active Individual Education Plans (IEPs) which indicate eligibility for special education services.

Progress Monitoring of ELs and RFEP Students

As required by ESSA, RFEP students will be monitored for four years following reclassification. Teachers will monitor individual student performance for all students in their class(es) with attention to EL and RFEP performance. In instances where reclassified students experience challenges with access or achievement on grade-level instruction, leadership, teachers, and parents will convene to determine interventions that will get students back on track toward language proficiency. Ongoing monitoring occurs during every unit assessment, diagnostic assessment, or other forms of formative assessment happening as early as the first few weeks of the school year. More comprehensive checkpoints for RFEP student performance occur during fall and spring parent conferences when teachers and parents look at performance in all content areas and make a plan together to support student growth as needed.

Periodic Assessment of EL Program

The Charter School will rely on continuous data gathered instruction to inform strategies for all student groups, grade levels, and academic disciplines. In assessing the English Learner instructional program each year, the EL Coordinator and School Leader(s) will work in conjunction with the KIPP SoCal Academics Team to consider and evaluate a number of factors, including:

- Reclassification rate
- Percentage of students scoring proficient or advanced on ELPAC
- Percentage of students advancing at least one proficiency level per year on ELPAC
- EL and RFEP performance in core subjects relative to their English Only peers
- Fidelity of ELD curriculum implementation
- Percentage of ELs entering Upper School as EL students
- Input from teachers, the Student Support and Progress Team, and the EL Coordinator
- Parent input, including from the English Learner Advisory Committee

KIPP SoCal's governing board and School Leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPP, benchmark tests, and teacher feedback. If 21 or more English Learners are enrolled, then the Charter School will establish an English Learner Advisory Committee ("ELAC") comprised of parents of English Learners, who will meet quarterly with the School Leaders (or the School Leaders' designee) during the school year to review EL student group data on SBAC and iReady in comparison to whole school data and the current instructional program to provide feedback on methods to strengthen supports for English Learners. In response to the results achieved on these assessments and feedback, the Charter School will identify program areas of improvement (at the time of submitting this petition, the Charter School has an ELAC"). These areas will be addressed through professional development at both the whole-school and grade level, and through one-to-one teacher coaching. As needed, curricular resources will be revised to best meet

student needs. Additionally, individual student needs will be identified through the analysis of these assessments and are addressed through targeted intervention.

Monitoring Progress and Effectiveness of Supports for LTELs

Under California law, long-term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for more than six years, and have remained at the same English language proficiency level for two or more consecutive years as determined by the state’s annual English language development test (Cal. Ed. Code 313.1(a)(1)).

Our approach to supporting LTELs and students at risk of becoming LTELs will be based on each individual student’s unique needs. KIPP SoCal leverages the Ellevation platform to quickly identify LTELs. In order to tailor support for LTELs, teachers review LTEL student assessment data at the beginning of the year to set goals, determine appropriate placement in intervention groups, and to identify needed tier 2 or tier 3 supports that address language needs. Progress monitoring of LTELs across the school year occurs in alignment with progress monitoring processes for ELs and RFEP students, as described above. During monitoring conversations, teachers and families precisely identify strengths and areas of focus to support the student toward reclassification.

Gifted and Talented (“GATE”) Students and Students Achieving Above Grade Level

As all students are challenged to reach their intellectual potential within the instructional program, the Charter School will not offer a formal, separate gifted and talented education (“GATE”) program. Throughout the day, teachers will differentiate instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving above grade level or demonstrate a specific ability or talent, as identified through student data or other 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 and students achieving above grade level. The Charter School’s School Leader and Chief Academic Office will monitor the progress of these students. Examples of instructional models that may be employed with gifted and talented students at the Charter School are:

- Project-based learning opportunities
- Opportunities to extend learning with above grade level content, including but not limited to advanced math courses
- Accelerated tech-based adaptive learning programs
- Comprehensive experiential learning opportunities to enhance and supplement the curriculum
- Opportunities to provide peer-to-peer support
- Support with identifying and applying for high school scholarships from KIPP Forward

By using assessment information and classroom observations to monitor students’ progress, teachers will be able to make the necessary modifications and adjustments to best support students. All students at the Charter School will be valued for their individualism, and their interests and passions will be cultivated. Furthermore, 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. In order to ensure that the needs of all students are being met, the team will utilize the SSPT process for students who have been identified as consistently achieving well above norms (as measured by formative, summative, and standardized testing) just as they would use the process for

identifying students who struggle.

Due to the fact that we do not offer a separate gifted program, the Charter School will not automatically offer testing for giftedness. However, if (1) a parent/guardian requests testing for giftedness, (2) the student's achievement data gives reason to believe the student is gifted, and (3) the test results will be used for the purpose of enrolling in an outside school enrichment program, then the Charter School's School Leader will refer the student to District psychologists (or comparable/appropriate personnel within the District) and testing will be paid by the Charter School.

Students Achieving Below Grade Level

Students who are performing below grade level in any 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 will differentiate instruction based upon students' needs, interests, readiness, and learning profile. The Charter School's School Leader and Chief Academic Officer will monitor the progress of these students. In addition, the Charter School will use other types of instructional support for students achieving below grade level, such as:

- Small-group, targeted instruction utilizing students' individualized academic data
- Scaffolded lessons designed and executed for students to achieve incremental growth towards overall proficiency targets
- Small-group guided reading and writing lessons targeting specific skills that students need additional support mastering; data from reading and writing benchmark assessments and running records will determine specific grouping models
- One-on-one conferring sessions between teachers and students in which teachers provide real-time, specific, targeted feedback to students in order for struggling students to strategize next steps towards instructional proficiency
- More instructional time incorporated into the daily schedule and academic year in order to increase learning opportunities and supplemental curriculum for students in need of additional academic instruction and tutorials (including, but not limited to, summer programming)
- Pre-teaching, re-teaching, and spiraling standards, as evidenced by instructional scope and sequence, unit plans, and daily lesson plans, in order for students to have multiple opportunities to access each standard
- Use of technology to enhance and supplement the existing curriculum, using student data to create individualized technological instructional programming to meet the needs of all students
- Providing tutorial programming and homework support, as needed
- More frequent parent-teacher communication and increasing parent engagement in their child's instructional progress via workshops so that they may support their son/daughter at home
- Wrap around service interventions such as counseling, occupational therapy, referral to community partners
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve Behavior Support Plan

Classroom modifications will also be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

If an area of growth for student success becomes evident across a grade level or the Charter School, then professional development will be dedicated to that area of growth. In addition, teachers and administrators will work collaboratively to share best practices and ideas to support students achieving below grade level, and will develop key partnerships with community agencies and educational organizations to develop a cadre of resources for team, students, and parents to access in order to meet the instructional needs of all students.

If, after implementing the aforementioned instructional support strategies, significant progress has not been made as measured by assessments, students achieving below grade level may be referred by the teacher or by the parent for an SSPT meeting. Students will be identified as under achieving or at-risk of low achievement based on:

- Classroom performance, including scores falling below the median benchmark (70%) on formative and summative assessments
- CAASPP (for grades 5–8), benchmark assessments
- Teacher observations
- Parent input

The SSPT will be comprised of the teacher(s), an administrator, other necessary support staff, the family of the child, and in some cases, the student. The purpose of the team will be to develop and implement an action plan that complements and enhances the child's current educational program while targeting the specific academic or behavioral need(s) of the student. The SSPT will use a collaborative model to identify interventions for improved student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally in the general education setting. The process will emphasize that early intervention for underachieving and struggling students is a function of the general education program. The Charter School's SSPT will align to and works in tandem with the MTSS model in the following ways:

- SSPT will monitor effectiveness of Tier-1, Tier-2, and Tier-3 supports through a data-driven process that guides and informs instruction
- SSPT will monitor and evaluate students' responses to effective Tier-1, Tier-2, and Tier-3 instruction throughout the year
- When assessment measures indicate that a Tier-1 or Tier-2 student needs more instruction and intervention to access the core curriculum, then the next tier of services will be provided
- When assessment measures indicate that a Tier 3 student needs more instruction and intervention to access the core curriculum, then additional services will be considered

As with all other statistically significant student groups and individual students, the School Leader (of the student's grade level) and classroom teacher(s) will monitor the progress of all students achieving below grade level. Parents will be notified of their student's academic progress every six weeks through either progress reports or parent conferences. Parents/guardians may also request a meeting to review progress at any time.

Socioeconomically Disadvantaged/Low-Income Students

The Charter School will seek to serve underserved student populations. To put students on the path to and through college, the mission, vision, and instructional programs of the Charter School will be designed to provide and ensure equal access for all students, particularly those students who are

designated as socioeconomically disadvantaged based upon the poverty index and other factors. We anticipate that students from this population will constitute a significant portion of the Charter School's student body, and the Charter School's program is based upon the successful practices already in practice at KIPP SoCal's existing schools. The Charter School's School Leader and Chief Academic Officer will monitor the progress of these students. At its core, the Charter School will be founded on a belief in high expectations for each of our students regardless of background.

We will identify low-income students as those who are eligible to receive free- or reduced-price school meals. The Charter School will design its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

- Providing more time to increase the learning opportunities of all students (these opportunities include, but are not limited to, in-class literacy experiences, out of class experiential learning field lessons and supplemented day
- Building the social capital of students via experiential learning opportunities in order for the students to be able to navigate different social and educational settings
- Building robust classroom libraries in order to support the continued development of students' literacy experiences, both in and out of school
- Parent engagement workshops targeting topics such as financial literacy (in preparation for high school and college tuition) and health and nutrition, utilizing community partnerships to provide necessary resources to families in need
- Establishing a strong college-bound culture, including, but not limited to, college banners and homerooms named after colleges and universities
- Flexible conferencing scheduling for meeting with families
- Providing enriching arts education programming to supplement existing curriculum
- Tutorials and intervention supports
- Meal provisions for students whose families qualify for free- and reduced-price lunch

Students in Other Student Groups: Foster and Homeless Youth

Foster and homeless youth will have access to necessary educational and support services that will afford them the opportunity to meet the same challenging academic standards as all students enrolled at the Charter School. The Charter School seeks to address the needs of foster and homeless youth by providing direct services at the school site, as well as referrals to community organizations with resources to address their needs. Each year, the Charter School will send the Student Residency Survey to all families. Foster and homeless youth will be identified through this survey. Relevant teachers, administrators, and special education staff will provide foster and homeless youth with the same rigorous level of progress monitoring as any other student at the Charter School.

Role of the Homeless and Foster Youth Liaison

The School Leader will serve as the LEA Homeless and Foster Youth liaison. The liaison will ensure that:

- Homeless children and youths are identified by school personnel through outreach and coordination with other agencies
- Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in school

- Homeless families, children, and youths have access to and receive educational services for which they are eligible
- Homeless families, children, and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
- The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
- Public notice of the educational rights of homeless children and youths is posted in main office
- Enrollment disputes are mediated according to law
- The parent or guardian of a homeless child or youth, and any unaccompanied homeless youth, is fully informed of all transportation services, including transportation to the school of origin
- Maintain documentation and accurate records of interventions

Case Management Services

The Charter School will also provide case management services, which refer to a collaborative process between the counseling team and family to provide assessment, care coordination, and advocacy for options and services to meet an individual's and family's needs through communication and available resources. Case management services may include:

- Communicating with caseworkers of foster youth
- Supporting families with accessing the Homeless Family Solutions Systems (“HFSS”) by calling 211 or referral to a Family Solutions Center (“FSC”)
- Referrals for mental health, domestic violence, legal services, food banks, etc.
- Submitting Baby2Baby requests, if applicable, for clothing, strollers, etc. for families with small children
- Checking in with students to provide counseling support, if needed
- Supporting family with access to computer and wi-fi access
- Communicating changes in residency status to Homeless Liaison for updating records

The Regional Homeless and Foster Youth Task Force

The KIPP SoCal Homeless and Foster Youth Task Force will also be available to the Charter School’s families for consultation and guidance with support or questions about the McKinney-Vento Act and California legislation supporting foster youth. The KIPP SoCal Homeless & Foster Youth Task Force will include the Director of Mental Health & Support Services, Mental Health and Support Services Managers, Regional Business Operations Managers, the Student Systems Analyst, the Student Information Manager, and the Assistant Controller.

The Charter School will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our intervention program will provide support to students and their families depending on the needs of the student, including counseling, and referrals to outside resources. The Charter School will screen for foster youth through a process that includes examining the following: possible visits from social services; non-parent enrolling students in school; and home arrangements (group home).

Foster youth struggling in school may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students will be referred to the SSPT process to

determine the individual supports and interventions needed to help them succeed in their classes. The Charter School will also adhere to all state and federal policies related to foster youth.

The Charter School will identify homeless youth through the enrollment forms families complete when enrolling in our school. Other ways the Charter School will screen for homelessness is through drops in academic performance, hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless, the Charter School will inform them of their rights under the McKinney-Vento Act. The Charter School will adhere to the McKinney-Vento Act and provide all required supports to its homeless youth.

All student groups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator. As with all other statistically significant student groups and individual students, the School Leader (of the student's grade level) and classroom teachers will monitor the progress of all these students.

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

These goals are the same as those described in Element 1 in accordance with Education Code Section 47605(c)(5)(A)(ii). The “LCFF State Priorities” table in Element 1 is incorporated herein by reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

These outcomes are the same as those described in Element 1. The “LCFF State Priorities” table in Element 1 is incorporated herein by reference.

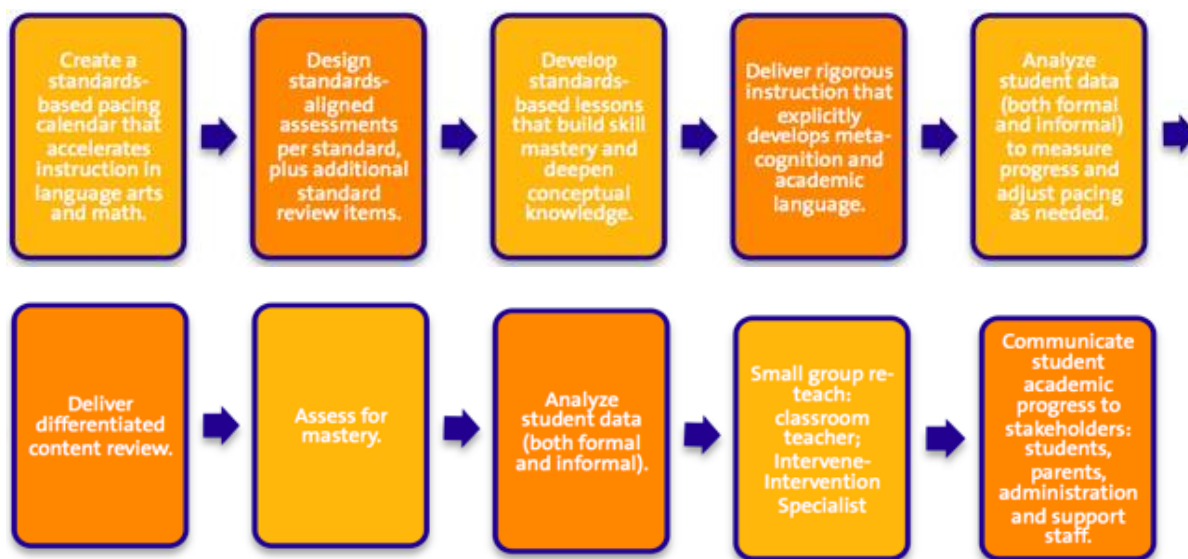
Methods for Measuring Pupil Progress Toward Outcomes

Instructional Cycle and Assessment

All of the Charter School’s teachers 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 follow an adapted version of this cycle. This method of instruction focuses on the goal of fostering lifelong readers and writers. Professional development, grade-level planning, and one-on-one check-ins between leadership team and teachers 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 and is meant to provide alignment both across and between grade-levels.

The figure below shows the ten steps of the Charter School’s instructional cycle. While the first step is completed in the summer, the subsequent steps in the cycle are ongoing:

Charter School Steps of Instructional Cycle



The Charter School works to ensure that all students score at Standard Met or Standard Exceeded levels in ELA and math on the CAASPP assessment. All California students in grades 3–8 take the CAASPP each spring. Students in fifth and eighth grade also take the California Science Test (“CAST”) which is based on the California Next Generation Science Standards (“NGSS”). All fifth and eighth grade students take the CAST exam except those eligible through an IEP to take the California Alternate Assessment for Science. The Charter School ensures that students have gained proficiency in the NGSS prior to testing in fifth and eighth grades.

Detailed reports by student and by class are created to facilitate in-depth analysis and data-informed decision-making. Teachers look at multiple sources of data, including daily exit tickets, to identify the students who have not yet mastered the standard. Teachers then work with the leadership team to identify the proper interventions. This process allows the staff to reflect on teaching practices and identify areas of strength and areas of weakness to improve in the upcoming years.

Each year, the Charter School disaggregates school-wide MAP, i-Ready, DIBELS, Star, or other norm-referenced equivalent data by gender, race, English-Learner status, special-education status,

socioeconomic status, and other relevant student groups and analyze that data to make any needed adjustments to the instructional program. This data for individual students is reported to each student's family during parent conferences at the beginning of the year and at the end of the year. Additionally, report cards are provided to families four times a year. Progress reports are also sent home intermittently as students take assessments weekly. Teachers adjust or enhance instructional strategies based upon the results for each individual student and class. Any substantial disparities in improvement across student groups may result in modifications to curriculum, schedule, school staffing, or provision of support services.

The Charter School adheres to all state testing requirements applicable to charter schools. As established in the previous section, the Charter School uses an array of assessments that are aligned with the California Common Core State Standards, curriculum and instructional program, and compliant with state mandates. These assessments are administered according to the assessment cycle described within this Element. Furthermore, the Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described above in this charter, are consistent with the way information is reported on the School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

The Charter School, like all KIPP SoCal schools, sees data as a powerful instructional tool. The Charter School's data is shared openly with KIPP SoCal's management and other KIPP SoCal schools. Furthermore, at regular intervals, the data is shared with KIPP SoCal's governing board. On an annual basis, the Charter School's leadership team provides an update to its students and parents about schoolwide academic performance. The schoolwide data is shared during school-based advisory council meetings (which are open and publicized to the school community), during LCAP Annual Updates and feedback sessions, and through specialized family nights.

Standardized Testing

In addition, all students who have been in the United States for less than twelve months and have Spanish indicated on their Home Language Survey may take Standards-Based Tests in Spanish ("STS"). All students who are English Learners (as identified by their Home Language Survey, for students enrolling in a California public school for the first time) take the ELPAC each year as required.

Formative Assessments

The Charter School administers initial assessments, exit tickets, and regular unit assessments in an effort to determine where students are performing at any given time. These assessments guide instruction and help determine which students need additional support or which students can be pushed to achieve at even higher levels.

Initial Assessments

At the beginning of each school year, students are given standards-based initial assessments in order to determine their levels in key performance areas. These initial assessment results are discussed and analyzed in depth to determine ways to differentiate instruction based on the needs of the students. Teachers discuss the data collaboratively to share ideas and effective strategies to drive forward student achievement. Teachers also use this data to create fluid intervention groups in which they target specific

needs of students. These assessments also serve as a beginning point at which progress is monitored and measured against.

Exit Tickets and Unit Assessments

Using the initial assessments as a baseline for student groupings and instructional implementation, the Charter School also implements a variety of teacher- and region-created formative assessments including daily exit tickets and unit assessments. During small-group rotations in ELA and math, teachers administer exit tickets daily to do a quick check for understanding after a lesson. Exit tickets allow teachers to quickly identify and respond to students within 24 hours. Additionally, exit tickets enable teachers to push accelerated students on to new topics more quickly and efficiently. These exit tickets are often performed on a laptop whiteboard, allowing the student to show the teacher their answer and discuss in real time any challenges. When students do not successfully complete an exit ticket, the teacher directs them to further work on that particular topic through independent tasks, adaptive software programs, or re-teaching.

In addition to exit tickets, the Charter School’s teachers administer unit assessments. Using the standards-based pacing calendar, teachers utilize curricular assessments to appropriately measure mastery of the topics taught in the previous unit. All assessments are aligned with CCSS, NGSS, History-Social Science Framework, English Language Development (“ELD”) standards and remaining state content standards, collectively referred to herein as “State Standards.”

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

At grade-level or department meetings throughout the unit assessment cycles, teachers continue to discuss their students’ progress in mastering standards, analyze student work, and discuss best practices. Each teacher receives one-on-one coaching from a member of the leadership team, which focuses, in part, on planning, lesson observation, feedback, and informal assessments as they relate to student outcomes on summative assessments.

Ultimately, these unit assessments help ensure that students receive the instruction and intervention or acceleration they need to be successful on the interim assessments and ultimately, the CAASPP. The table below shows the Charter School’s goals for unit assessments:

The Charter School’s Performance Expectations

ELA	
Unit Assessments	ELA: All students will show proficiency on at least 55% of standards

Math	
Unit Assessments	Math: All students will show proficiency on at least 50% of standards

Data Analysis and Reporting

In coordination with the Charter School, KIPP SoCal maintains extensive data, through Illuminate, on student demographics, performance, and participation in special programs. Illuminate allows the Charter School to collect, analyze, and share data on student performance on formative and summative assessments easily. KIPP SoCal’s Regional Data and Analytics Team maintains the database system and ensures confidentiality and security.

Through Illuminate, our teachers are able to assess individual student performance, analyze classroom patterns, and target and tailor instruction accordingly. Illuminate stores data using a unique identifier system assigned to each student. The data in use includes:

- Student demographics
- Student National School Lunch Program (“NSLP”) eligibility
- Student participation in special education
- Student English learner status
- Student attendance
- Student behavioral infractions
- Student scores and proficiency levels on state assessments
- Student scores and proficiency levels on MAP
- Student report card grades
- Individual item responses on internal assessments created through Illuminate
- Other student-level data as necessary

Using Illuminate and the KIPP SoCal-created student data dashboard, the Charter School’s administrators and teachers are able to access student, classroom, and school-level data in real time to create student groupings, align instruction with student needs, and reassess scope and sequence as necessary. It allows data to be aggregated by student group, classroom, and grade level. Additionally, Illuminate allows teachers to create and administer assessments and easily collect data on student performance, including the unit assessments discussed above. Teachers discuss and analyze these initial assessment results in depth to determine ways to differentiate instruction based on the needs of the students. Through the use of Illuminate and Tableau data analytics software, teachers graphically analyze data to identify trends and areas of both growth and strength. Illuminate also allows teachers to export data to Excel for analysis using more traditional methods. Below is an overview of the bi-weekly data process:

- **Data acquisition:** The Leadership Team ensures that the data used to assess student performance is collected and organized in a timely manner so that all stakeholders can readily access it.

- **Data reflection and analysis:** Teachers reflect on their classroom data by submitting reflection forms and conducting error analysis on all assessments. Grade levels then come together to reflect on their results and create specific plans of action and subsequent goals to improve student outcomes. Simultaneously, the Leadership Team meets to review school wide results and create plans to support teachers/grade levels as needed.
- **Analyzing Student Work:** On a regular basis, teachers come together to analyze student work or exit tickets. The aim is to identify student misconceptions early and clarify during a reteach block.
- **Unit/Lesson Plan Reviews:** Weekly, grade levels review assessments and lesson plans and internalize to ensure all teachers understand the objectives, processes, and criteria for success.
- **Flexible Small Group Instruction:** Based on assessment results, changes to the makeup of small groups are made to ensure all students are receiving differentiated instruction.
- **Program Alignment and Design:** Through data acquisition, reflection, and analysis, the Charter School's teachers ensure that the instructional model is aligned with relevant content and standards, as well as student growth. This process ensures that the teaching strategies and practices employed are appropriate and supportive of the outcomes and overall design of the academic program.

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

Finally, the Charter School uses student performance data to assess our educational program and ensure that we are meeting our goals as outlined above. The Charter School's leadership, in concert with the KIPP SoCal Academics Team, analyzes student formative and summative assessment data to determine whether the Charter School is on track to meet its academic goals by the end of the year. In cases where projections fall behind goals, KIPP SoCal's staff work with the Charter School leadership to augment instruction, intervention, or curricula to put learning back on track.

Grading Policy and Progress Reporting

The Charter School administers grades based upon students' mastery of the State Standards. Grades are reported in quarterly school-created report cards for the Upper School on a scale from A-F (A, B, C, D and F) corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs. Grades for Lower School are based on a numerical scale of one to five, corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs.

Report Card

KIPP SoCal Public Schools

Address

School Phone Numbers

Student Name

KIPP SoCal Report Card

Grade: Student ID:

Homeroom Teacher:

GPA Summary:

Cumulative GPA	Term GPA	Q1	Q2	Q3	Q4
	Weighted				

Attendance Summary By Term:

Course	Q1		Q2		Q3		Q4		Total	
	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy

Grade Report:

Course	Task	Q1	Q2	Q3	Q4
	Quarter 1 %				
<i>Term 1 Comments:</i>					
	Quarter 2 %				
<i>Term 2 Comments:</i>					
	Quarter 3 %				
<i>Term 3 Comments:</i>					
	Quarter 4 %				
<i>Term 4 Comments:</i>					

Promotion and Retention Policies and Procedures

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

When high academic achievement is evident, the School Leader or designee may recommend a student for acceleration into a higher grade level. The student's readiness is taken into consideration in making a determination to accelerate a student. The School Leader and the student's teacher(s), in consultation with the parent or guardian, determine if the student shall be accelerated.

As early as possible in the school year, the School Leader or designee shall identify students who are at risk of being retained in accordance with the following criteria:

- Failure in one or more classes
- Chronic absence
- Scoring below proficiency on standards based assessments
- Scoring below grade level on reading assessments
- Below proficiency on California standardized assessments
- Below grade level on MAP, i-Ready, Star, or DIBELS assessments

Students who are at risk of retention have a minimum of two Student Support and Progress Team ("SSPT") meetings prior to the formal recommendation for retention. The School Leader or designee notifies the student's parent or guardian prior to the end of third quarter if the student is at risk of retention. Upon the conclusion of the school year, the School Leader, in consultation with the student's teacher(s) and parent or guardian, shall determine if the student shall be retained. The parent or guardian may appeal the decision to retain the student to the School Leader Manager.

Retention of students with disabilities are determined on a case-by-case basis and addressed through the IEP process.

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

The Charter School is a directly funded independent charter school and is operated by KIPP SoCal Public Schools, a California nonprofit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The KIPP SoCal Public Schools Board of Directors (“Board”) shall comply with (1) the Brown Act; (2) the California Public Records Act; (3) Sections 1090–1099 of the Government Code, as set forth Education Code Section 47604.1; and (4) the Political Reform Act of 1974. The Board has adopted a Conflict of Interest Code and Conflict of Interest Policy that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules. The code and policy shall be updated with any conflict of interest laws or regulations that are specific to charter schools.

Organizational Chart

A single Board governs KIPP SoCal Public Schools (“KIPP SoCal”) by providing leadership, support and oversight of the organization. The Board is responsible for hiring the Chief Executive Officer. KIPP SoCal’s management team hires all other positions within KIPP SoCal.

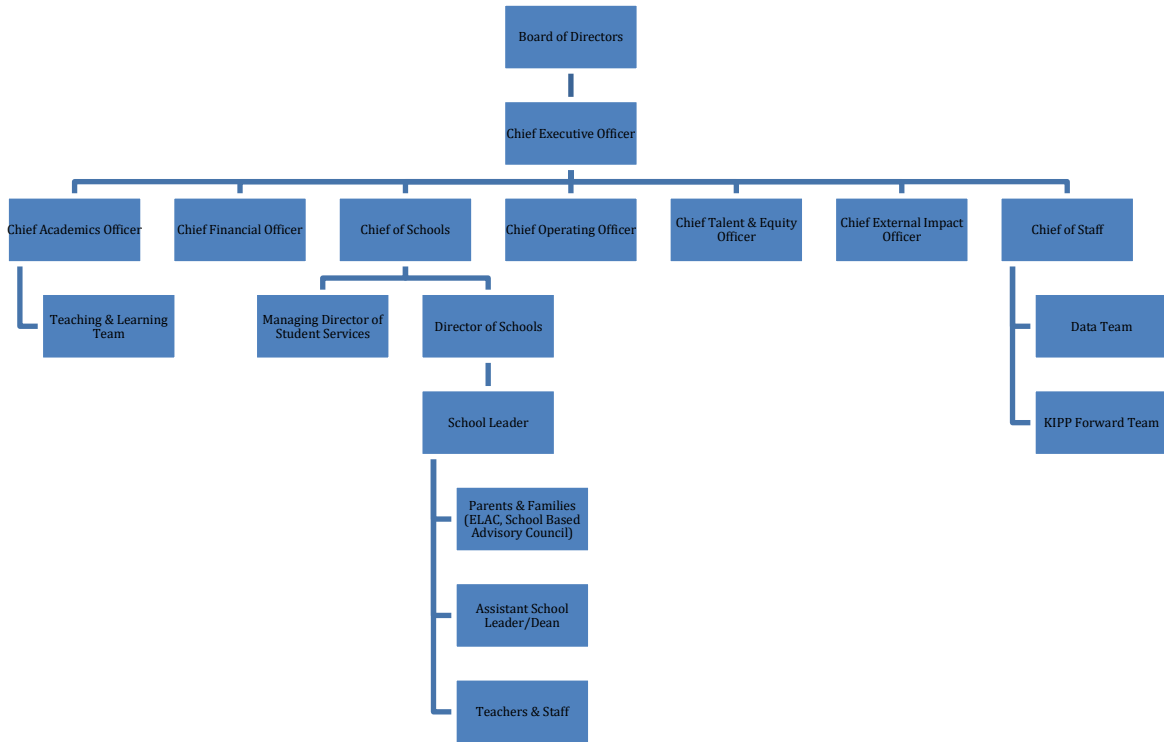
The governance structure of KIPP SoCal Public Schools aims to achieve two primary objectives:

1. The first objective is promoting the success of the Charter School and its students through community-based support, involvement, and local responsibility. The Board seeks to accomplish this objective by: (a) establishing local ties to the sectors of education, non-profits,

entrepreneurial growth companies, law, real estate, community service, philanthropy, media, and policy; and (b) strictly complying with the Brown Act’s requirements.

2. The second objective is to ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated in public charter schools across the nation.

Below is an organization chart describing the governance structure of KIPP SoCal:



Role of the Board



The Board’s major roles and responsibilities are included below. The Board has established several standing committees, designed to enhance its operations and provide additional oversight. The Board and all standing committees hold public meetings in accordance with the Brown Act and Education Code Section 47604.1(c). KIPP SoCal currently maintains the following standing committees, each with one or more members:

- **Finance Committee.** The Finance Committee reviews and recommends approval of the annual operating budget to the full Board; regularly reviews and monitors financial results; ensures the maintenance of an appropriate capital structure; and oversees the management of financial assets.
- **Governance Committee.** The Governance Committee ensures the health and effectiveness of the full Board and the work it performs for the organization. The committee focuses on evaluating the Board and the Chief Executive Officer; determining executive compensation and Board composition; and leading Board recruitment, nomination, training, and education.
- **Audit & Risk Committee.** The Audit & Risk Committee oversees accounting and financial reporting processes, including internal controls. It is also responsible for contracting with a fiscal auditor and oversees the Charter School’s annual fiscal audit.
- **Student Discipline Committee.** The Student Discipline Committee oversees due process for student suspensions and expulsions. The Student Discipline Committee is charged with reviewing the factual findings of the Administrative Panel or Hearing Officer in expulsion hearings. Upon reviewing the Administrative Panel’s findings, the Student Discipline Committee votes on whether expulsion is appropriate. If the student opts to appeal the Student Discipline Committee’s decision to the Board, members of the committee do not participate in the Board of Directors’ consideration of the matter.

- **Real Estate Committee.** The Real Estate Committee assists the Board in its oversight and fiduciary responsibilities relating to real estate development projects for KIPP SoCal Public Schools.

The KIPP SoCal Public Schools Board may also use, from time to time, ad hoc committees and advisory councils to help with specific issues or projects, such as special events, strategic planning, and other matters. We describe their roles and responsibilities below:

- **Ad Hoc Committees.** The Board may create one or more Ad Hoc Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Ad Hoc Committee shall be by approval of the Board of Directors. Ad Hoc Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation.
- **Advisory Team.** KIPP SoCal management may create an advisory team, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the CEO and to report its findings and recommendations, and to carry on such activities on subjects of interest to the CEO in which the members of such an advisory board have a particular expertise or capability.

Major Roles and Responsibilities of Chief Administrative Employees

Below, the Charter School describes the major roles and responsibilities of the Chief Administrative employees:

Chief Executive Officer (“CEO”). The CEO, who reports to the Board, is responsible for the strategic direction, management, and operations of KIPP SoCal Public Schools. The CEO helps support the Governance Committee and the full Board. The CEO’s direct reports include the other chief administrative employees listed below.

Chief of Schools (“CSO”). The CSO is responsible for the management of school leadership at all KIPP SoCal. The CSO’s team manages, coaches, and supports school leaders. The Managing Director of Student Services also reports to the CSO.

Chief Academics Officer (“CAO”). The CAO is responsible for the academic success at all KIPP SoCal schools. This includes direction of the Teaching & Learning team, Expanded Learning Program, and teacher development through the teacher residency and new teacher development programs.

Chief Financial Officer (“CFO”). The CFO oversees all financial, real estate, and legal aspects of KIPP SoCal schools. The CFO is primarily responsible for ensuring the financial well-being of the organization.

Chief Operating Officer (“COO”). The COO oversees KIPP SoCal’s operational efforts including school operations, facilities, technology infrastructure, student and teacher device support. The COO also oversees student recruitment and enrollment.

Chief External Impact Officer (“CXO”). The CXO is responsible for leading our efforts in Advocacy and Community Engagement, Marketing and Communications, and Public Affairs all through the lens of strengthening our external impact.

Chief Talent & Equity Officer (“CTE”). The CTE oversees talent efforts that include the full cycle of a team member’s time, from hiring to performance management, development, and off-boarding. The CTE also spearheads the implementation of KIPP SoCal’s anti-racist standards.

Chief of Staff (“COS”). The Chief of Staff is responsible for board management, our regional office, and processes and systems between our schools and regional office. The Data team and KIPP Forward teams report to the Chief of Staff.

Board Composition and Member Selection

Composition of KIPP SoCal Schools Board of Directors

The authorized number of directors on KIPP SoCal Public Schools’s Board of Directors shall be not less than three and not more than 20. Directors shall hold office for terms of three years and until their successors are seated by the Board, or until their earlier death or resignation. KIPP SoCal seeks to cultivate a diverse Board that can provide a variety of expertise, opinions, and perspectives to help the organization continue to improve. To that end, the Board is comprised of individuals with experience in education, nonprofits, entrepreneurial growth companies, legal, real estate, community service, philanthropy, media, and education policy. For a list and biographies of KIPP SoCal directors, please see <https://www.kippsocal.org/board-of-directors/index>.

The Board seeks to add new members as needed. Our current Board provides the organization with adequate committee members, a range of professional expertise, and representation of a cross-section of Southern California. The mission of the Board is to provide the leadership, commitment, support, advocacy, and oversight that will ensure the fulfillment of KIPP SoCal’s mission and goals. In addition, Board members are called upon to lend their specialized skills to help the organization. These specialized skills include legal, real estate, financial, general management, and education expertise. Board members are assigned to Committees based on their specialized skills and in coordination with the Governance Committee.

Pursuant to Education Code Section 47604.1(d), employees of individual charter schools within KIPP SoCal are not disqualified from serving on the Board because of their employment status. However, if such an employee serves as a director, the employee shall abstain from voting on, influencing, or attempting to influence another director regarding all matters uniquely affecting the employee’s employment.

Qualifications of KIPP SoCal Public Schools Board Members

KIPP SoCal’s Chief Executive Officer works closely with the Board to ensure that Board members fully support the Charter School’s mission, culture, and goals. The Board represents a cross section of all the communities in which we operate, including, but not limited to, Los Angeles and San Diego Counties. 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 SoCal
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks

- Ability to work within a team structure
- Expectation that all children can and will learn and realize high academic achievement
- Specific knowledge, experience, and/or interest in at least one element of governance for KIPP SoCal Public Schools

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

Board Recruiting and Selection Process

It is important that every member of the Board is focused on the needs and expectations of KIPP SoCal. We achieve this by ensuring potential candidates are invested in KIPP SoCal’s mission, understand the expectations for Board participation, and have a vision for their contribution to the Board. With these aims in mind, KIPP SoCal implements the following Board recruiting process:

1. **Initial Conversation.** A Board or staff member who knows the prospect has an initial conversation with the prospect to gauge interest and dedication to KIPP SoCal’s mission.
2. **Ensuring Alignment.** A Board or staff member then ensures alignment between the needs and expectations of KIPP SoCal and the needs and expectations of the individual. This is achieved by: investing candidates in the mission of KIPP SoCal; setting expectations for prospective board members; and creating a vision for how Board membership meets the needs of both the individual and the organization.
3. **Recommendation.** Next, a Board or staff member who knows the prospect recommends the prospect to a Governance Committee member or the Chief Executive Officer.
4. **Review.** The Board’s Governance Committee reviews the prospective board member qualifications, fit, and desire to serve.
5. **Cultivation.** The Chief Executive Officer and Board Governance Committee cultivates the prospective Board member in the following ways:
 - a. The prospective Board member receives information about the history and future plans of KIPP SoCal Public Schools, including the KIPP SoCal’s Board Handbook and Annual Report.
 - b. The prospective Board member visits one or more KIPP SoCal schools.
 - c. The prospective Board member meets with the Chief Executive Officer.
 - d. The prospective Board member interviews with member(s) of the Governance Committee and reviews the requirements and responsibilities of the KIPP SoCal Board.
6. **Formal Recommendation to the Board.** As a final step, the Board Governance Committee presents a formal recommendation to the full Board, and the Board votes on seating the prospective candidate.

Roles and Responsibilities of KIPP SoCal's Board

The Board's primary responsibility is to help set policies and work with the Chief Executive Officer to guide KIPP SoCal schools. The Board is empowered to:

1. Forward the mission of KIPP SoCal
 - a. Understand and support KIPP SoCal's mission as a unique community resource in Southern California, as well as its role in the larger KIPP movement
 - b. Serve as ambassadors and advocates for KIPP SoCal by promoting the mission within personal networks and the broader community
2. Influence strategy
 - a. Review and provide feedback on both the short- and long-term goals and strategic plans of KIPP SoCal to help the organization further its mission and achieve its vision
 - b. Develop the strength of the Board through assessment, recruitment, self-assessment, and training
3. Lead & Govern
 - a. Be an informed and engaged stakeholder, which includes reliable attendance at Board of Directors meetings and committee meetings
 - b. Understand and comply with the regulatory and legal requirements required of a director of a public agency
 - c. Ensure that KIPP SoCal complies with state and federal regulations and upholds the mission of the charter
 - d. Approve operational policies that support the mission and goals of KIPP SoCal
 - e. Review, advise, support, and hold accountable the Chief Executive Officer of KIPP SoCal Schools
4. Oversee administration
 - a. Approve the budget and all financial commitments over \$250,000 or any incurrence of debt (the CEO and CFO have authority to approve financial commitments up to \$250,000).

- b. Provide fiscal oversight and develop and monitor the programs and services provided by the Charter School and KIPP SoCal³³
 - c. Review and approve the Charter School’s SARC and LCAP
 - d. Ensure that KIPP SoCal and the Charter School are compliant with internal policies and procedures
 - e. Comply with all meeting requirements and administrative functions as outlined in this charter and KIPP SoCal bylaws
 - f. Review and understand KIPP SoCal Schools academic performance results as compared with stated goals and similar schools
 - g. Review and approve resolutions, applications and compliance report submittals as necessary to operations
5. Participate in fundraising
- a. Actively participate in fundraising to ensure that KIPP SoCal has adequate resources to achieve its goals

Board Professional Development

To prepare each new Board member to quickly become an asset to KIPP SoCal, there is an individual onboarding process. Below, we outline the expected outcomes of the orientation phase, which typically spans the first three months of a Board member’s tenure:

- Build relationships with other Board members and KIPP SoCal senior leadership team members
- Learn the organization, culture, mission, strategic priorities, financial health, and results
- Learn the environment in which we operate including key stakeholders (e.g., authorizers, funders, and the KIPP Foundation)
- Ensure strong understanding of the operations of the Board
- Identify opportunities to leverage strengths and accelerate contribution to the organization (e.g., committee membership, organizational opportunities)
- Complete mandatory ethics training (AB 2158), which includes Brown Act training

³³ Any items over \$25,000 require at least two authorized signatures. The CEO, CFO and Chief of Staff have signature authorities. This amount was increased to allow enough discretion to the CEO to manage the day-to-day operations effectively while ensuring that larger, more strategic decisions are made with full Board oversight.

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

- Ethics training for two hours every two years, which includes Brown Act training
- Ongoing investments in building Board member knowledge of both the organization as well as the environment in which it operates. Examples are attendance at KIPP SoCal and Charter School events and functions.

Responsibility for setting new Board members up for success and accelerating their contribution is shared between the Board (e.g., Board Chair and Governance Committee) and the KIPP SoCal senior leadership team (e.g., Chief Executive Officer and Chief of Staff).

Governance Procedures and Operations

Meetings of the Board

The Board holds public meetings in accordance with the Brown Act and Education Code Section 47604.1(c). Board members support the mission of the Charter School and serve on the Board voluntarily. In the conduct of meetings, the Board:

- Publicly posts an agenda at least 72 hours prior to all regular Board meetings in accordance with Brown Act requirements
- Directly links agendas on KIPP SoCal's website as well as the website for each individual school
- Posts agendas at the main entrance of each individual school and at KIPP SoCal's regional office
- Gives 24-hours public notice in the event of a special meeting of the Board
- Holds all meetings within the physical boundaries of the county in which the greatest number of KIPP SoCal Public Schools students reside
- Sets up a two-way teleconference location at each school site
- Posts audio and/or video recordings of all Board meetings on KIPP SoCal's website as well as the website of each individual school
- Sets aside time at each meeting for public comment on agenda and non-agenda items
- Provides simultaneous translation for any public comment provided in Spanish
- Conducts all votes in public, unless a vote is permissibly cast in closed session
- Provides to members of the public, upon request, copies of any materials provided to the Board (unless exempted by the Brown Act or Public Records Act)

- Posts approved minutes from the previous Board meeting on the KIPP SoCal website

The Board meets a minimum of five times per year. The regular meeting schedule is created in advance of the school year starting, in collaboration with the Governance Committee and KIPP SoCal's management. Meetings are aligned to the needs of the organization including mandatory deadlines to meet applicable District, state, and federal requirements. The Board Secretary is responsible for recording Board actions.

Quorum and Voting

A majority of the total number of Directors then in office shall constitute a quorum for the transaction of business. Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or the Bylaws.

Abstention Process

In the case of a Board Member who chooses to abstain from a vote, KIPP SoCal adheres to the following procedures concerning abstentions:

- Abstentions are counted and noted as abstentions, not a "yes" or "no" vote
- An abstention does not affect the outcome of the vote (i.e., an individual abstention does not impact the outcome of the vote; to be clear, all voting items require a majority of the Directors present to approve).
- All members have the right to abstain and cannot be compelled to vote

Remote (Telephone and Video) Meetings

Directors may participate in a meeting through the use of conference telephone or electronic video screen communication. Participation in a meeting through the use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another and have met the other requirements for remote participation as required by the Brown Act. A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Standard teleconferencing may be used for all purposes during any meeting if the following are met:

- At least a quorum of the legislative body must participate from locations within Los Angeles County (i.e., the county in which the greatest number of students enrolled in KIPP SoCal's charter schools reside)
- The public may also, if they wish, attend regular board meetings through two-way teleconference accessible at each KIPP SoCal schoolsite.
- Each teleconference location must be specifically identified in the notice and agenda of the meeting, including a full address, as may be applicable

Any meeting may be held by standard conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all Directors shall be deemed to be present in person at such meeting as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meetings must also be noticed and conducted in compliance with Government Code Section 54953(b), including without limitation the following:

- At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations in the county in which the greatest number of students enrolled in KIPP SoCal schools reside
- All votes taken during a teleconference meeting shall be by roll call
- The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting
- All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call

Stakeholder Involvement

We have built a school and program based on high expectations, excellent instruction, focusing on results, and partnering with families. Our partnership with families is instrumental in achieving our results. Our parents are well-informed about intervention strategies to use at home from our workshop-style Literacy Night and Math Night for families. Teachers and administrators frequently check in with parents about student progress via telephone, written notes, and our family communication system (ParentSquare). The Charter School's website further supports involvement by ensuring families have access to relevant information, such as important contact information, school calendars, and Charter School policies.

All Board members are asked to visit at least one school each school year. The schools are selected on a rotating schedule and vary in location, type, and size. These visits are an opportunity for Directors to engage with School Leaders, teachers, students, and families so they can get to know each other.

The Charter School also dedicates a significant amount of time to parent education. Parent education covers topics ranging from how to best help their children succeed academically, to informing parents about compliance with programmatic and funding requirements. Teachers hold office hours to support and train parents. In addition, the Charter School hosts informational events, such as Back to School Night, Literacy Night, Math Night, Living the College Dream, Understanding Assessments Night, and College Readiness Night.

Family members help the entire classroom community, not just their child. The objective here is twofold. First, we want parents to take ownership of the education all children are receiving. And second, we want students to understand that their parents are also their teachers. This builds a strong sense of community, collaboration, and a “we are all in this together” mentality.

Role of Parents

The Charter School has established practices to develop parent voice and leadership to ensure local control. The Charter School offers opportunities to build understanding of the program and its results, as well as opportunities for families to ask questions, analyze results, and provide feedback and input to the school leadership to inform future plans. Throughout all of this parent-school interaction, there is a singular emphasis: supporting the education of each child.

Ongoing consultation and collaboration with parents is an indispensable part of the Charter School’s operation. We view our parents as partners in the education of their children and seek their input regularly through our parent groups and surveys. We give parents the opportunity to be leaders in many of the Charter School’s extracurricular activities (e.g., the winter and spring concerts), voice their ideas, attend educational workshops, and learn more about what goes on in our Charter School. We also distribute two family surveys during the course of the school year. This feedback goes directly to schools and is reviewed to determine any shifts that may be needed.

The Charter School’s School Based Advisory Council meets once a month, in conjunction with other parent groups to provide the Charter School with feedback and to organize volunteering efforts. The council aims to include a minimum of one family representative from each grade level, though meetings are open to all families who wish to participate. The council’s membership structure includes key school leadership positions — a school leader, dean (or assistant school leader), and community school manager — who work directly alongside family representatives. This will include the option for parents to join KIPP SoCal’s region-wide parent groups such as the Family Ambassadors group already in existence.

Monthly opportunities for family engagement also include, school-based advisory council (i.e., School Site Council), the English Learner Advisory Committee, and meetings with the School Leader.

Local Control and Accountability Plan

The Charter School also engages all stakeholders to include parents, teachers, staff and administrations in its annual development and review of its Local Control and Accountability Plan (“LCAP”). Stakeholder engagement is typically organized in three parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, and we host at least one official LCAP meeting annually.

Via the LCAP meeting for parents, the Charter School’s LCAP shows parents how our annual goals are tied to our budget. In accordance with Education Code Section 52064.1, the Charter School’s LCAP attaches an annual budget overview for parents that uses understandable and accessible language. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28th of each year as part of a nonconsent item at a regularly scheduled Board meeting.

School-Based Advisory Council and English Learner Advisory Committee

The Charter School has a school-based advisory council (i.e., School Site Council). The school-based advisory council is a group of teachers, parents, and classified employees that work with school leadership to develop, review, and evaluate Title I programs and budgets. The school-based advisory council's major responsibilities may include:

- Develop and approve the schools LCAP and recommend it to the local governing board
- Regularly monitor and revise the LCAP including expenditures and implementation
- Participate in all District, state, and federal reviews of the school's program for compliance and quality
- Annually evaluate the school's progress towards meeting school goals

The purpose of the English Learner Advisory Committee ("ELAC") is to provide recommendations to school leadership regarding programs and services for English Learners and spending categorical funds for the English Learner program. Recommendations are based on student performance, parental involvement data, and other relevant data such as school attendance. These recommendations may be used by the Charter School in their LCAPs to ensure that English Learners are academically successful.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

The Charter School is led by one School Leader. This School Leader reports to their respective Director of Schools, who, in turn, reports to the Chief of Schools, who reports to the Chief Executive Officer. School Leaders are charged with running the Charter School and overseeing all aspects of the Charter School, from academic achievement to operational compliance to family engagement.

The tables below outline staff positions and minimum qualifications at the Charter School:

<i>School Leadership Team (Administration)</i>
<p><i>School Leader</i></p> <p>A School Leader sets and enforces rigorous standards for student achievement that are aligned to the goals of KIPP SoCal Schools. A School Leader provides organizational, instructional, and operational leadership, along with recruiting and hiring instructional and support staff. A School Leader also serves as a liaison between teachers, parents, the community, and KIPP SoCal.</p> <p>A School Leader’s qualifications include:</p> <ul style="list-style-type: none">● BA required; MA preferred● Minimum two years of administrative or leadership experience in a school setting required

- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of KIPP SoCal Schools

Assistant School Leader/Dean

The Assistant School Leader/Dean models and supports implementation of the School Leader’s vision and goals. The Assistant School/Leader Dean also owns the implementation of select school priorities and assumes a leadership role in data-driven instruction and progress monitoring, including recommending to the School Leader what schoolwide professional development will be the highest leverage in improving student results.

An Assistant School Leader/Dean’s qualifications include:

- BA required; MA preferred
- Minimum of three years of successful, full-time, lead-teaching experience required
- Preferably multiple years coaching teachers and designing curriculum experience
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of KIPP SoCal Schools

School Business Operations Manager

The School Business Operations Manager leads all non-instructional functions of a school, allowing the School Leader and other instructional staff to drive superior student achievement. The School Business Operations Manager manages a school-based operations team, ensuring the school is in compliance with all local, district, state, and federal laws and regulations, and leading all efforts toward operational excellence, including finance and purchasing, student information and reporting, facilities, the school nutrition program, student recruitment and enrollment, emergency preparedness, and trip planning and event coordination.

A School Business Operations Manager’s qualifications include:

- Master's degree preferred
- Experience managing charter school operations preferred
- Demonstrated success working with students from educationally underserved areas
- Demonstrated ability to think strategically, anticipating future outcomes and events, then incorporate them into thoughtful solutions
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of KIPP SoCal Schools

Classified Staff

School Operations Coordinator

The School Operations Coordinator organizes and maintains a pristine office space and environment. They also play a key role in community relations by translating and distributing Charter School correspondence, assisting in the translation of parent meetings, and building relationships with families to keep them informed and meet their needs.

A School Operations Coordinator's qualifications include:

- Minimum of associate's degree or two years of coursework at an institution of higher learning preferred; bachelor's degree preferred
- Spanish fluency (verbal, oral, written) preferred
- Strong customer service skills is required
- Two or more years of full-time working experience in a fast-paced office environment
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Strong organizational and interpersonal skills
- Ability to work independently and with a team
- Prior experience working with students in an academic or recreational setting preferred

Registrar

The Registrar is the data and student information expert at the Charter School. This person is responsible for maintaining impeccable records, assisting with seamless school operations, and supporting excellent teaching and learning by providing data to inform decisions.

The Registrar's qualifications include:

- Bachelor's degree is preferred
- Proficiency in Spanish preferred
- Prior school experience preferred
- Strong customer service skills is required
- Strong working knowledge of Microsoft Excel and Word; experience with Google Apps a plus
- Experience with managing and entering data with at least 95% accuracy; familiarity with data management systems (Infinite Campus, Illuminate, CALPADS, SchoolMint, Parent Square) a plus
- Excellent organizational, planning and implementation skills.
- Ability to manage ambiguity and multiple priorities inherent in fast-paced work environments
- Ability to establish relationships and communicate effectively with multiple stakeholders

Operations Aide

The Operations Aide manages student arrival and dismissal. The Operations Aide also ensures the school nutrition programs run smoothly and safely. This responsibility includes setting up the breakfast and/or lunch area daily and distributing meals to students, following all required procedures.

The Operations Aide's qualifications include:

- High school diploma or above preferred
- Strong organizational and interpersonal skills
- Ability to manage large groups of young children and communicate with them in a nurturing, patient, and loving manner
- Unquestioned integrity and commitment to KIPP SoCal Schools and its values
- Fluency in Spanish is preferred but not required

Special Education Assistant

A special education assistant provides direct support to students with disabilities, implementing individualized programs and behavior support plans to meet academic, social, and health needs. They assist with classroom instruction, behavior management, and daily activities such as toileting, mobility, and crisis intervention when needed. Collaborating with teachers and the educational team, they contribute to progress monitoring, data collection, and IEP implementation, maintaining confidentiality and fostering cooperative relationships with students, staff, and families. Additional responsibilities include supervising students, participating in trainings, and completing required documentation.

A Special Education Assistant's qualifications include:

- Bachelor's Degree highly preferred
- 1-year experience working with students with special needs in a school setting
- Experience working in an educational setting implementing behavioral intervention for students with complex and/or severe behavioral problems.
- Certification in NCI (Non-Violent Crisis Intervention), desired
- First aid and CPR, desired
- Knowledge of positive behavioral interventions and applied behavior analysis
- Knowledge of behavioral management strategies and techniques related to pupils with special needs

Expanded Learning Manager

The Expanded Learning Program Manager is responsible for developing, implementing, and overseeing the expanded learning program. In addition to responsibilities for program design and program management, the Expanded Learning Manager has compliance and reporting duties (e.g., maintaining accurate records; completing annual program evaluations; and submitting required documentation). The Expanded Learning Program Manager reports directly to school administration and has the continued support of the Expanded Learning Team at KIPP SoCal's regional office.

An Expanded Learning Manager's qualifications include:

- Bachelor's degree preferred
- Minimum of three years experience managing expanded learning programs required
- Previous supervisory experience required
- Three or more years working with school-aged youth
- Excellent computer skills
- Ability to work independently and work under strict deadlines

Expanded Learning Assistant

The Expanded Learning Program Assistant reports directly to the Expanded Learning Manager. The Expanded Learning Program Assistant is responsible for assisting the Expanded Learning Manager in developing, implementing, and overseeing the Expanded Learning Program at the Charter School.

The qualifications of the Expanded Learning Assistant include:

- Bachelor's degree preferred
- 2 or more years working with school-aged youth
- Ability to work in a team environment
- Ability to work independently and work under strict deadlines
- Excellent computer skills

Expanded Learning Instructor

Expanded Learning Program Instructors provide enriching before-school, after-school, and intersession learning opportunities designed to meet students' academic, social, emotional, and physical needs. Through hands-on, engaging experiences, instructors inspire students' growth and interests in areas such as recreational sports, multimedia, visual and performing arts, robotics, yearbook, and dance. They play a key role in fostering creativity, collaboration, and a love of learning while tailoring activities to students' unique talents and passions.

An Expanded Learning Instructor's qualifications include:

- Minimum education requirement High School diploma (KIPP assessment required prior to interview)
- AA degree or at least two years of coursework at a four-year college preferred
- Prior experience working with groups of elementary or middle school students in an academic or recreational setting strongly preferred
- Ability to lead groups of students in activities while placing a high priority on safety
- Ability to work independently and with a team
- Ability to work effectively with teachers, parents, and students

Community Schools Manager

A Community Schools Manager ensures compliance with state guidelines by developing action plans, conducting audits, and attending key meetings. They build trust and collaboration by facilitating regular engagement with school leaders, parents, students, and community stakeholders. Key responsibilities include conducting needs assessments to address program gaps, coordinating student support services, and integrating enrichment opportunities into the curriculum. Additionally, they oversee program efficiency by managing calendars, tracking activities and expenditures, and submitting timely reports, while leading initiatives to engage families and the broader community in school events and resources.

A Community Schools Manager's qualifications include:

- College degree preferred, but not required
- Bilingual in English and Spanish
- Experience working in an urban school setting
- Experience mobilizing groups, building partnerships with local organizations, and leveraging resources within a community
- Able to work a flexible schedule including some weekends and evenings

Community Schools Counselor

The Regional Community School Counselor role is a grant-funded position that is designed to cultivate responsible citizenship, nurture social-emotional growth, and enhance academic achievement among our student population. The person in this role typically has: previous experience as a School-Based Mental Health professional, providing social-emotional support to children in grades K–8; excellent communication skills; enjoys working with teachers, administration, and other school staff; demonstrated passion about developing students' social-emotional skills to support their ability to access their educational program.

A Community Schools Counselor's qualifications include:

- Master's in Social Work ("MSW")/Licensed Clinical Social Worker ("LCSW"), Masters in Marriage & Family Therapy ("MFT")/Licensed Marriage & Family Therapist ("LMFT"), Masters in Counseling or Associate/Licensed Professional Clinical Counselor ("APCC"/"LPCC") required
- Pupil Personnel Services Credential required
- At least one year of supervised employment in the field of school-based mental health with school-age children or one year of supervised field placement experience (accredited by the Council on Social Work Education, Council for Accreditation of Counseling and Related Educational Programs or Commission on Accreditation for Marriage and Family Therapy in Education) in a school mental health setting working with school-age children
- Training in clinical interventions and providing evidence-based therapy to youth and families
- Knowledge of special programs, guidance and scheduling preferred
- Knowledge of district policies and procedures related to special education and DIS services
- Ability to work as a part of multiple teams
- Knowledge of and experience with RTI/SST programs and interventions
- Demonstrated commitment to students' wellbeing and learning

- Ability to connect with people from diverse ethnic and socioeconomic backgrounds (including but not limited to homeless, foster and LGBTQ+IA youth)
- Excellent communication, presentation, and interpersonal skills

Certificated Staff

Core Teacher

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

A Core Teacher’s qualifications include:

- Possession of a valid internship, preliminary, or clear teaching certificate, permit, or other document required for the certificated assignment and/or SpEd credential required; possession of a valid permit and EL authorization
- BA or BS required; and MA/MS preferred
- Successful full-time teaching experience serving a similar student population
- Excellent organizational, planning and implementation skills
- Relentless results-orientation and strong sense of purpose
- Ability to establish relationships and communicate effectively
- Reflective and able to execute in an efficient and effective manner
- Unquestioned integrity and commitment to the KIPP SoCal mission

Special Education Teacher

The Special Education Teacher will provide individualized instruction and support to students with special needs at the Charter School. The Special Education Teacher will report to the School Leader and be supported by the Program Specialist from the Special Education team.

A Special Education Teacher’s qualifications include:

- Bachelor’s degree from an accredited institution of higher learning
- Passing score on the California Basic Skills Test (“CBEST”) or basic skills equivalency
- Teachers assigned to provide instruction in special education shall hold a valid credential, permit, or other document issued by the California Commission on Teacher Credentialing (CTC) that authorizes instruction in a special education setting, consistent with Education Code § 47605(l). This may include an Education Specialist Instruction Credential in the appropriate specialty area (e.g., Mild/Moderate Support Needs, Extensive Support Needs)

or, when necessary, an emergency teaching permit issued by the CTC that authorizes service in a special education assignment. The Charter School will maintain copies of these documents on file and make them available for inspection as required.

Elective Teacher

KIPP SoCal seeks dynamic educators to teach our students in electives such as Art, Music, Musical Theater, dance, creative writing, and Spanish. The Elective Teacher plans, implements, and reflects upon classroom instruction in order to realize the mission of the school. The Elective Teacher reports to and is evaluated by the School Leader.

An Elective Teacher’s qualifications include:

- Bachelor’s degree from an accredited institution of higher learning
- Passing score on the CBEST or basic skills equivalency
- Teachers assigned to provide instruction in elective subjects shall hold a valid credential, permit, or other document issued by the California Commission on Teacher Credentialing (CTC) that authorizes instruction for the elective course to which they are assigned, consistent with Education Code § 47605(I). This may include a Single Subject Credential in the appropriate content area, or, when necessary, an emergency teaching permit issued by the CTC that authorizes service in the elective assignment. The Charter School will maintain copies of these documents on file and make them available for inspection as required.)

In-House Substitute Teacher

An in-house substitute teacher ensures a seamless learning experience by following or creating lesson plans, assigning classwork and homework, and fostering a positive and well-managed classroom environment. They supervise students in various settings, provide small-group instruction when not substituting, and utilize diverse instructional strategies tailored to students' needs. Responsibilities include analyzing assessment data to inform teaching, maintaining high academic and behavioral expectations, and collaborating with colleagues, parents, and the community. Depending on the role, they may support multiple sites or serve a specific location, contributing to students' academic success and personal growth.

An In-House Substitute Teacher’s qualifications include:

- Bachelor’s Degree from an accredited institution of higher learning required
- Preliminary or Clear California credential preferred
- Flexibility, with a strong work ethic and entrepreneurial spirit
- Demonstrated ability to work well with others and build relationships across teams and schools

Instructional Support Staff

Instructional Assistant

The Instructional Assistant will support classroom teachers in classroom preparation and progress monitoring, including overseeing and managing small-group instruction to reinforce lesson objectives.

An Instructional Support Staff team member’s qualifications include:

- Passing score on the CBEST preferred, or desire to take CBEST
- Relentless determination to do whatever it takes to help our students succeed
- Passion and deep alignment with KIPP SoCal’s mission, values and culture
- Goal-driven, accountable, and reliable; strong attention to detail and follow through
- Excellent organizational, planning, and implementation skills
- Excellent written and oral communication skills
- Proficiency in Microsoft Excel, PowerPoint, Word, Access, and Outlook

Regional Support: The School Success Team

School-based staff at the Charter School are supported by roles within the regional School Success Team (“SST”). Although not employed at the Charter School, SST members work to support all KIPP SoCal Schools. Key roles of the SST include:

Role	Description of Role
Chief Executive Officer	The Chief Executive Officer (“CEO”) serves as the senior leader of KIPP SoCal, setting the strategic vision for the region while centering racial justice, educational equity, and excellence for all students. In partnership with the Board, other chief officers, and the community, the CEO develops and executes multi-year plans that drive student outcomes, expand access to joyful and academically excellent public schools in historically under-resourced communities, and ensure KIPP SoCal’s long-term financial and operational sustainability. The CEO builds and manages a high-performing, diverse Senior Leadership Team of chief officers, and implements strong talent systems and succession planning while modeling equity-centered and transparent decision-making. Externally, the CEO serves as the public face of KIPP SoCal, cultivating relationships with families, funders, policymakers, and community partners, and advancing fundraising and advocacy initiatives alongside the Chief External Impact Officer (“CXO”). The CEO also maintains strong governance practices, ensuring charter compliance and accountability to students, families, and the Board. The ideal candidate is an inspiring and visionary leader with deep instructional expertise, proven success leading high-performing schools or networks, and extensive experience in team and talent development. They will bring demonstrated skill in fundraising, board relations, and external engagement, coupled with a relentless belief that all students can achieve at the highest levels. Above all, the CEO must embody humility, integrity, and an unwavering commitment to KIPP SoCal’s mission, cultivating a culture of equity, belonging, and results across the organization.

<p>Chief Financial Officer</p>	<p>The Chief Financial Officer (“CFO”) is a critical member of KIPP SoCal’s Senior Leadership Team, responsible for ensuring the fiscal health and compliance of the organization. Reporting to the CEO, the CFO oversees all financial strategy and operations, including budgeting, forecasting, accounting, audits, compliance, and long-term financial planning across the KIPP SoCal network. This leader partners closely with the Board, CEO, and other senior leaders to align resources with organizational priorities, enabling KIPP SoCal to expand its impact while maintaining strong fiscal stewardship. The CFO manages and develops a high-performing finance team, building robust systems for financial analysis, reporting, and risk management that inform strategic decision-making. Externally, the CFO works with authorizers, auditors, lenders, donors, and state agencies to ensure transparency, compliance, and credibility, while internally fostering a culture of accountability, equity, and service to schools. A CFO brings at least 10 years of progressive financial leadership experience in complex, mission-driven organizations, with expertise in nonprofit or charter school finance, capital planning, and regulatory compliance. They must combine strong technical skills with the ability to translate complex financial information for diverse audiences, influence stakeholders, and collaborate effectively across functions. Above all, the CFO embodies KIPP SoCal’s values and commitment to equity, ensuring that financial decisions consistently prioritize students and communities.</p>
<p>Chief Academics Officer</p>	<p>The Chief Academic Officer (“CAO”) is a member of KIPP SoCal’s Senior Leadership Team, reporting directly to the CEO and serving as the primary steward of academic and cultural excellence across the region’s schools. Responsible for the overall health and performance of a portfolio of schools, the CAO ensures that instructional methods, curriculum design, assessment systems, and school culture are aligned to the Leading for Learning framework and School Health Continuum. Acting as the key partner to School Leaders, the CAO provides coaching, professional development, and accountability structures that drive student achievement and sustain positive school climates. In collaboration with Directors of Schools and the broader School Success Team, the CAO attends leadership meetings, conducts internal school reviews, and works cross-functionally to strengthen services that support schools. This leader plays a vital role in fostering community and alignment across teams, ensuring academic strategies are responsive, equitable, and consistent with KIPP SoCal’s mission. The role demands a minimum of seven years of education-related experience, including at least two in school leadership, preferably within the charter sector. Candidates must bring a proven record of leading high-performing schools, providing professional development, and driving results through strong project management and team leadership. Above all, the CAO must embody deep passion for social justice and equity, unwavering belief in all students’ potential, and commitment to KIPP SoCal’s core values and mission.</p>
<p>Chief of Schools</p>	<p>The Chief of Schools (“CoS”) is a key member of KIPP SoCal’s Senior Leadership Team, working in close partnership with the CEO to advance the organization’s</p>

	<p>mission and drive exceptional academic outcomes across all schools. The CoS leads the development and implementation of a rigorous, research-based K–12 academic vision, ensuring curriculum, assessment, and student support systems—including special education and RTI—are aligned to deliver outstanding results. This leader manages the Directors of Schools, who, in turn, manage and support School Leaders by setting clear performance expectations, providing tailored professional development, and cultivating strong school cultures rooted in equity, excellence, and student success. The CoS plays a pivotal role in talent development, overseeing succession planning, performance reviews, and leadership pipelines to ensure the long-term strength of the organization. As a regional leader, the CoS collaborates cross-functionally with teams in talent, finance, operations, and data, while also engaging with external stakeholders, Board members, and community partners to represent and advance KIPP SoCal’s work. The position demands a proven track record of leading high-performing schools, financial and operational management experience, and the ability to coach and inspire leaders to consistently raise the bar for student achievement. Successful candidates will bring at least 10 years of professional experience, including four years as a high-performing school leader, alongside exceptional strategic, analytical, and project management skills. Above all, the CoS must model humility, urgency, and unwavering commitment to KIPP SoCal’s mission, ensuring that every decision prioritizes students and families.</p>
<p>Chief Operating Officer</p>	<p>The Chief Operating Officer (“COO”) is another key member of KIPP SoCal’s Senior Leadership Team, reporting directly to the CEO and overseeing all non-instructional operations across KIPP SoCal. Serving as both a strategic partner and hands-on leader, the COO manages school operations, facilities, security, enrollment, and information technology, ensuring each function is efficient, equitable, and aligned to KIPP SoCal’s mission. This leader will guide and develop high-performing operational teams, establish leadership pipelines for non-instructional talent, and build strong partnerships with school leaders and district offices to secure and manage facilities. In addition, the COO will design and implement systems that streamline operations, standardize processes, and prepare the organization for continued growth. Collaborating closely with the CEO and senior leaders, the COO translates strategy into actionable operational priorities, holding teams accountable for excellence and continuous improvement. The ideal candidate will bring more than a decade of senior operational leadership experience in complex, multi-site organizations, with a proven track record of building efficient systems and leading diverse, high-performing teams. Above all, this individual must embody KIPP SoCal’s values of equity, inclusion, and anti-racism, demonstrating an unwavering belief in the potential of all students and a willingness to roll up their sleeves to ensure school communities thrive.</p>
<p>Chief Talent & Equity Officer</p>	<p>The Chief Talent & Equity Officer (“CTEO”) will serve as a visionary leader for KIPP SoCal, designing and implementing a comprehensive strategy for talent and equity that directly advances academic outcomes across all schools.</p>

	<p>Reporting to the CEO as part of the Senior Leadership Team, the CTEO will integrate diversity, equity, and inclusion values into every aspect of the organization, champion anti-racist change, and build a culture of excellence that strengthens both student and team member experiences. This leader will oversee talent excellence systems, performance management cycles, and leadership development pathways to ensure effective coaching, fair evaluations, and strong pipelines that connect talent practices to student growth. The CTEO will partner with school leaders to align talent strategies with academic achievement, while also strengthening equity initiatives through expanded ambassador programs, liberatory language practices, and community-responsive engagement. In addition, the CTEO will establish policies and accountability structures to ensure compliance, consistency, and equity across operations. A forward-looking innovator, the CTEO will also lead KIPP SoCal’s strategic integration of artificial intelligence, creating responsible frameworks, launching pilots in academic, operational, and talent domains, and building organizational capacity for future-focused innovation. The ideal candidate will combine deep expertise in talent systems and equity-driven leadership with the agility to design ambitious initiatives, foster collaboration, and drive measurable results for students and team members alike.</p>
<p>Chief of Staff</p>	<p>The Chief of Staff (“CoS”) serves as a critical strategic partner to the Chief Executive Officer, ensuring that KIPP SoCal Public Schools achieves its organizational priorities and long-term goals. This role oversees cross-functional planning, project management, Board relations, and organizational improvement, while coordinating decision-making and communication across the executive team and leadership. The CoS supports the CEO in driving a high-performing management team, aligning senior leaders around annual strategic planning, and holding the organization accountable for outcomes. Additionally, the CoS plays a key role in supporting school success by participating in leadership meetings, leading internal school reviews, and fostering collaboration across departments to improve services to schools. The position also manages communications and development strategies, while leading strategic initiatives such as data integration, equity-focused work, and people management. Candidates should bring at least seven years of professional experience, including five years in supervisory or management roles within a dynamic, mission-driven organization. The ideal leader will combine exceptional strategic thinking, problem-solving, and team-building skills with the flexibility and judgment to navigate complex organizational challenges. Above all, the Chief of Staff must demonstrate deep passion for educational equity, unwavering integrity, and commitment to KIPP SoCal’s mission that all students can achieve at the highest levels.</p>
<p>Chief External Impact Officer</p>	<p>The Chief External Impact Officer (“CXO”) is a key member of KIPP SoCal’s Senior Leadership Team, reporting directly to the CEO and serving as the organization’s lead externally facing executive. The CXO will set the vision for all external affairs, overseeing government relations, advocacy, marketing, communications, family and community engagement, public programs, and</p>

	<p>authorizer relations. This leader will guide the External Impact Team in building strong relationships with policymakers, district and county authorizers, media, families, and community partners, while advancing strategies that ensure charter renewals, secure facilities, and elevate KIPP SoCal’s brand. The CXO will also oversee marketing and communications to strengthen KIPP SoCal’s reputation, ensure effective internal communications, and serve as a media spokesperson when appropriate. A skilled people manager, the CXO will coach and develop a diverse team, model inclusive leadership, and foster cross-functional collaboration at the senior leadership level. The ideal candidate will bring at least seven years of progressive leadership experience with demonstrated success in advocacy, and external relations, as well as the agility to navigate complex challenges with data-driven insight, persuasive communication, and strategic foresight. Above all, this leader will embody humility, optimism, and a deep belief in the power of family and community partnerships to drive student success.</p>
<p>Vice President of Advancement</p>	<p>The Vice President of Advancement at KIPP SoCal provides strategic leadership for all fundraising activities, events, and development initiatives, reporting to the CEO. This role oversees a growing development team responsible for raising \$7.5M annually, executing 10–15 events, and leading an \$85M five-year comprehensive campaign. The VP manages a personal portfolio of major donors, drives board engagement in fundraising, and collaborates with internal and external partners to secure transformative gifts from individuals, foundations, and corporations. The person in this role will bring 8–10 years of progressive nonprofit development experience, a proven track record of securing six- and seven-figure contributions, and demonstrated success in leading high-performing teams and campaigns. Strong strategic planning, communication, and relationship-building skills are essential, along with a commitment to educational equity and advancing social justice. A bachelor’s degree is required (master’s preferred), and the role is primarily remote with in-person engagement across the Greater Los Angeles area.</p>
<p>Registered In-House Counsel</p>	<p>Registered In-House Counsel provides strategic legal leadership across KIPP SoCal schools. Reporting to the CEO, the General Counsel will oversee all legal matters, including compliance, governance, labor and employment, contracts, risk management, and policy development. This role will ensure that KIPP SoCal operates with integrity, adheres to applicable laws and regulations, and supports the organization’s mission of delivering excellent educational outcomes for students. The Registered In-House Counsel must hold a Juris Doctorate, bring expertise in education law, a collaborative mindset, and a passion for serving schools and communities.</p>
<p>Controller</p>	<p>The role is responsible for maintaining accurate financial data within the General Ledger and ensuring timely month-end and year-end closings. Key duties include reviewing and approving journal entries, overseeing accounts payable, accounts receivable, fixed assets, and investments, as well as ensuring compliance with financial policies through invoice and report reviews. The</p>

	<p>Controller implements new accounting standards, managing software systems, and preparing for audits, including the 990 tax form and 1099 distribution. The Controller also designs reports to streamline financial processes, conduct balance sheet reconciliations, resolve discrepancies, and ensure adherence to internal controls. Additionally, the role manages a team of accounting professionals to deliver timely, accurate results and provides excellent customer service by addressing inquiries and requests promptly.</p>
Managing Director of Student Services	<p>The Managing Director of Student Services (“MDSS”) oversees the Special Education, Mental Health and Specialized Services teams. The MDSS supports legal, compliance, and budgetary aspects for these teams. The role is central in creating regional policy for marginalized populations (e.g., students with IEPs, Homeless & Foster Youth). The MDSS also serves as the main liaison for special education with the Charter School’s authorizers and SELPAs.</p>
Director of Schools	<p>The Director of Schools reports to the Chief of Schools. The Director of Schools is responsible for the health and performance of a portfolio of schools so that students realize their greatest potential. The approach to achieving outcomes for students is grounded in the Leading For Learning actions across School Health Continuum elements from an equitable lens.</p>
Director of Community & Donor Relations	<p>Reporting to the Chief External Impact Officer, the Director of Community and Donor Relations will lead strategic efforts in Community Engagement, Advocacy, Development, and Communications, serving as a key representative of the organization. In particular, the Director cultivates and sustains relationships with San Diego’s key stakeholders, including community leaders, elected officials, media, partner organizations, and donors, while also building coalitions and mobilizing families. With at least eight years of progressive experience, including five years of team management, the ideal Director of Community & Donor Relations must demonstrate expertise in external relations, coalition-building, and delivering exemplary outcomes.</p>
Director of KIPP Forward	<p>This role designs strategy and executes a vision for the KIPP Forward Program. KIPP Forward prepares KIPP SoCal students for success in high school, college, career, and beyond. The KIPP Forward team members support students and families across elementary and middle schools by delivering high-quality advising, programming, workshops, and classroom facilitation.</p>
Director of Real Estate	<p>The Director of Real Estate and Facilities oversees the acquisition, design, and construction of new facilities, working closely with architects, project managers, and consultants to support the organization's growth. Reporting to the Chief Financial Officer, this role leads planning, budgeting, and project management for capital and tenant improvements while negotiating and managing leases and landlord relationships.</p> <p>Ideally, the person in this role brings 8+ years of experience in real estate development, construction management, or a similar role, with 3+ years managing direct reports. This person must also excel in budgeting, capital</p>

	<p>projects, and delivering on-time, on-budget results while managing multiple priorities. Strong analytical, organizational, and communication skills are essential, along with a proven ability to engage stakeholders and adapt to new responsibilities.</p>
<p>Director of Information Technology</p>	<p>Reporting to the Chief Operating Officer, the Director of Information Technology (“IT”) leads KIPP SoCal’s Innovation and Technology Team, driving the organization’s vision for technology to create an equitable learning environment for future-ready learners. Serving as a key thought partner to the COO, the Director ensures that instructional and operational technology needs across the network of schools are met, delivering exceptional technology solutions and services to students and team members.</p> <p>The person in this role should have 5–7 years of technology leadership experience, preferably in a multi-site school setting, with expertise in systems, networks, and enterprise technology management. This person excels in leading large-scale projects, managing change, and simplifying complex processes for stakeholders.</p>
<p>Director of Finance</p>	<p>The Director of Finance is responsible for budgeting, financial planning, reporting, and analysis to ensure KIPP SoCal’s financial health. Key duties include developing annual budgets, maintaining long-term financial and cash flow models, and conducting analyses to identify cost savings and operational improvements. This role prepares financial statements, management reports, and compliance documents for internal and external stakeholders while collaborating with teams to update projections and budgets. Serving as a thought partner, the Finance Manager drives financial literacy, leads budget meetings with school leaders, and advises on budget management to meet organizational targets.</p> <p>The person in this role typically has 5–7 years of experience in budgeting and financial reporting. They possess strong analytical, problem-solving, and communication skills, with high proficiency in Microsoft Excel and Google Sheets. Detail-oriented and results-driven, the person must demonstrate a commitment to accuracy, timeliness, and achieving KIPP SoCal’s vision. The candidate embodies integrity, respect for team members and the communities served, and unwavering dedication to KIPP SoCal’s mission.</p>
<p>Director of Data & Analytics</p>	<p>Reporting to the Chief of Staff, the Director of Data & Analytics will lead the management of KIPP SoCal’s Student Information System (Illuminate), compliance reporting, and analytics functions. The person in this role ensures that data and corresponding analyses align to our vision, allows the organization to monitor key data points and supports decision-making.</p>
<p>Director of Special Education</p>	<p>The Director of Special Education ensures compliance with Special Education laws, IEP/504 timelines, and procedures while providing leadership for the</p>

	<p>program's implementation and operations. This role oversees IEP meetings, collaborates with leadership teams, SELPA, and faculty to ensure appropriate services, placements, and discipline processes for students with disabilities. Responsibilities include supervising compliance reviews, managing data systems like Welligent and SEIS, and supporting due-process resolutions. The Director of Special Education also leads professional development, coaching, and curriculum accommodations for staff, while fostering parent engagement and outreach. Additionally, this person manages Special Education staff, contracts, fiscal data, and partnerships to ensure high-quality services that meet the needs of all Students With Disabilities.</p>
<p>Director of Human Resources Operations</p>	<p>The Director of Human Resources (“HR”) leads and enhances KIPP SoCal’s HR functions, supporting over 1,400 team members across 23 schools. Reporting to the Chief Talent & Equity Officer, this role oversees a team driving HR strategy, goals, and processes while ensuring exceptional support, continuous improvement, and operational efficiency. The Director of HR collaborates closely with school leadership and cross-functional teams, including Talent Acquisition, Academics, and Finance, to align HR systems with organizational goals. The ideal candidate brings deep HR expertise, strong leadership and people management skills, and experience in compliance, risk, employee relations, and systems implementation, with a focus on fostering a culture of excellence and valuing people.</p>
<p>Director of Team Member Experience</p>	<p>The Director of Team Member Experience promotes, develops and maintains a liberatory adult culture at KIPP SoCal, with an emphasis on personal accountability, high performance, and anti-racist outcomes. The Director of Team Member Experience will have full accountability and responsibility for 3 Employee Relations Partners and work collaboratively with HR Operations, Leadership Development, Workforce Analytics, Talent Acquisition, Teaching & Learning, Student Services, Operations, and School Management.</p>
<p>Director of Mental Health and Student Services</p>	<p>The Director of Mental Health (“DMH”) oversees Mental Health and Support Services across KIPP SoCal Public Schools, providing leadership on systems, policies, and best practices. Reporting to the Managing Director of Student Services, the DMH builds external partnerships, supports schools with trauma-informed practices, and develops equitable, culturally responsive interventions for students and families. This role also ensures compliance with mental-health regulations, advocates for families, and promotes awareness of the impact of stress and trauma on student learning and behavior while collaborating across teams to support student well-being.</p>
<p>Director of Operations</p>	<p>The Director of Operations sets KIPP SoCal's vision and strategy for operations and leads the development of high-quality operational systems at our schools to support teaching and learning. The Director of Operations defines school-based operational excellence for KIPP SoCal and manages others to ensure the schools achieve such excellence. The Director of Operations reports to and serves as a thought partner to the Chief Operating Officer, leads and holds our regional and school-based operations team accountable.</p>

<p>Director of Talent Acquisition</p>	<p>The Director of Talent Acquisition oversees all talent recruitment work as well as the compliance requirements monitored by the credentialing team. The person in this role reports to the Chief Talent & Equity Officer and manages all recruiters and credential analysts.</p>
<p>Director of Workforce Analytics</p>	<p>The Director of Workforce Analytics is responsible for developing and managing an exceptional Workforce Analytics (“WA”) function to serve the needs of a 1,200+ person organization across 23 schools and one regional office. Therefore, this person must be able to embrace continuous improvement and innovation; hold a short-, mid-, and long-term lens as needed; and flex between hands-on work and getting results through others when suited to best support the team, and relishes the challenge of finding ways to provide better, more efficient support to our team and family.</p> <p>The Director of WA reports to the Chief Talent & Equity Officer and manages a team of two, providing leadership for the vision, goals, and strategy, while establishing clear expectations, promoting exemplary team member support, and fostering a culture of excellence. The person in this role also works closely and collaboratively with school leadership and cross-functional departments including the Talent Acquisition, Human Resources, Equity, Credentialing, Academics, Finance, and Accounting teams.</p>
<p>Director of Teaching and Learning</p>	<p>The Director of Teaching & Learning reports to the Chief Academic Officer. The Director of Teaching & Learning assists in the design and implementation of KIPP SoCal’s instructional approach. The instructional approach focuses on building the content and child development knowledge of teachers and leaders. In addition to building knowledge, the Director of Teaching & Learning will codify best practices in methods, drive the selection of rigorous, standards-aligned, and culturally relevant curriculum, and provide direction for how learning best occurs in schools and classrooms. Additionally, the Director of Teaching & Learning supports the development of instructional coaching skills for all leaders. All efforts driven by the Director of Teaching & Learning are in service of an equitable, inclusive, rigorous, and diverse learning experience for all students.</p>
<p>Director of Equity</p>	<p>The Director of Equity leads KIPP SoCal’s equity initiatives, overseeing equity-focused trainings, convenings, and learning programs while driving strategic communications and collaborating with marketing and partner engagement teams. This role requires a passionate advocate for justice and liberation with experience institutionalizing racial equity in education and social sectors. The person in this role is a bold disruptor, committed to dismantling white dominance at all organizational levels, and bringing enthusiasm, facilitation skills, and a deep understanding of systemic change.</p>
<p>Director of Leadership Development</p>	<p>The Director of Leadership Development (“DLD”) drives the school leadership pipeline development for KIPP SoCal. In partnership with the KIPP SoCal Academics and Talent teams, the DLD owns the design, management, and execution of the School Leader Fellowship program, and of professional</p>

	development for current school leaders in the area of managing adults, ensuring we are developing a robust pipeline of leaders prepared with the skills and competencies to lead high-performing schools. Most importantly, the DLD is in charge of sourcing that pipeline using equitable sourcing, hiring, and selection processes so that Black, Indigenous and global majority leaders are supported authentically and developed professionally.
Director of Policy & Authorizer Relations	The Director of Policy & Authorizer Relations reports to the Chief External Impact Officer and leads the Authorizer Relations team. The Director of Policy & Authorizer Relations aims to build trusting relationships with the authorizers of KIPP SoCal schools; minimize administrative burdens for school-level team members; spearhead collaboration between the regional office and schools to meet federal, state, and local compliance requirements; and track legislation to explain new compliance requirements to regional- and school-level team members.
Director of Advocacy & Community Engagement	The Director of Advocacy & Community Engagement leads KIPP SoCal’s ACE team, reporting to the Chief External Impact Officer. This role refines and implements the vision for advocacy and engagement, fostering a culture of high expectations, proactive support, and continuous improvement. The Director sets service delivery metrics, empowers creative problem-solving, and champions team development through mentorship, feedback, and professional growth opportunities. As a key member of the External Impact leadership team, the Director collaborates across departments and externally to drive advocacy strategies, support charter renewals, extend KIPP SoCal’s brand, and build partnerships with local advocacy groups, charter networks, and stakeholders.
Director of Public Programs & Community Schools	The Director of Public Programs and Community Schools serves as a subject matter expert for meeting all federal and state grant compliance requirements, and drives federal and state compliance efforts across KIPP SoCal’s schools. The Director provides support, training, and coaching to SST and school staff to ensure that KIPP SoCal schools establish compliant, high-quality, and effective programming. This person is part of the External Impact Team and reports to the Chief External Impact Officer. This person manages one Compliance Associate and supports the Community School Managers who are stationed at KIPP SoCal school sites.

Unless otherwise noted, all SST roles of Director and above have the same desirable qualifications:

- Minimum of 3–10 years of related work experience, preferably in a growing and dynamic multi-site organization with at least 300 employees
- Bachelor’s degree required; master’s degree or equivalent in a related field or equivalent professional certification preferred
- Demonstrated ability to lead multiple high-profile and complex projects simultaneously
- Collaborative team player: comfortable leading and executing projects as required

- Track record of identifiable and measurable successes in managing a complex organization and implementing operational change
- Outstanding organizational skills and high attention to detail
- Outstanding written and oral communication skills
- Articulate, professional demeanor with strong self-confidence and initiative
- Demonstrated ability to work in a fast-paced, high-energy environment with a proven ability to meet and complete multiple deadlines and tasks
- Unquestioned commitment to KIPP SoCal's mission and values

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the

students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the

United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Health and Safety

In order to provide safety for all students and staff, KIPP SoCal has adopted and implemented full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Co-School Leaders and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School provides an information sheet regarding type-2 diabetes to the parent or guardian of incoming seventh-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type-2 diabetes
2. A description of the risk factors and warning signs associated with type-2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type-2 diabetes should be screened for type-2 diabetes
4. A description of treatments and prevention methods of type-2 diabetes
5. A description of the different types of diabetes screening tests available

Physical Education

In compliance with Education Code Section 49056(b)(2)(C), students enrolled in grade 6 will receive physical education pursuant to the requirements of Education Code Section 51222.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis-B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Facility Safety

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment-based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, immigration status, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Charter School has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Immigration Policy

The Charter School complies with the requirements of Education Code Sections 200, 220, 234.1, and 234.7. The Charter School has adopted policies that align with guidance issued by the California Attorney General.

Custodian of Records

The Director of Human Resources Operations and the Human Resources Generalist serve as the custodians of records for the Charter School.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

The Charter School partners with KIPP SoCal’s Student Recruitment team to develop and implement an annual comprehensive student recruitment plan rooted in national and local best practices for recruiting students to achieve a balance of racial and ethnic pupils, special education pupils, and English Learners, including redesignated fluent English proficient pupils that is reflective of the general population residing within LAUSD’s territorial jurisdiction, to develop and implement an annual comprehensive student recruitment plan rooted in national and local best practices for recruiting a student body that is inclusive of various races, ethnicities, English-language proficiencies, and disabilities. During the interest and enrollment periods, the Charter School provides relevant enrollment information to inquiring families through its website, telephone hotline, and by assisting families in person, via email, or over the phone as they navigate the process and requirements.

Plan for Achieving LAUSD’s Racial and Ethnic, Special Education, and English Learner Balance

The Charter School’s outreach plan has been designed to ensure that outreach is targeted towards racially and ethnically, ability, and linguistically diverse students in the Charter School’s surrounding communities. Every year, the Charter School implements a multi-pronged recruitment strategy that cuts across the four key areas of student recruitment that have proven to yield optimal outcomes: (1)

leveraging families and KIPP SoCal Public Schools partners; (2) community engagement; (3) creating partnerships with feeder programs; and (4) marketing, advertising, flyering, and neighborhood canvassing. We will implement the marketing tactics listed below, from September through July. The Charter School's plan to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio will include, but not be limited to, the following recruitment efforts, outreach, and activities:

- Enlisting support from current KIPP SoCal Public Schools families to provide referrals
- Conducting open houses and providing information about enrollment at education exhibitions, community events, resource fairs, and public housing development council meetings
- Targeting the siblings of current KIPP SoCal students to enroll in the Charter School — these are families who already know the expectations and culture of KIPP and could become a base for further student recruitment
- Targeting fourth-grade students to support matriculation to our middle school
- Connecting with the California Department of Developmental Services' regional centers to create partnerships to identify potential families and students
- Providing opportunities for families to meet with Charter School staff and learn more about the academic program (including services for English Learners and Students With Disabilities), school schedule, and other expectations
- Contacting local community leaders and businesses to assist in the recruitment effort by posting information and advertisements about the Charter School geared toward student recruitment
- Targeting community events (e.g., South Los Angeles' Kingdom Day Parade) and community organizations to build relationships and spread information about the Charter School, such as local festivals and celebrations
- Walking the community and knocking on doors to distribute information about the Charter School; such community visibility is essential to community members meeting the Charter School's School leader and understanding the mission of the Charter School
- Circulating bilingual and school-specific marketing materials in the nearby community
- Purchasing bilingual media advertisements
- Placing bilingual community outdoor advertisements (e.g., Latinx grocers, posters, junior billboards, pole banners, and public transit)
- Leveraging Spanish-only paid search on online print and streaming platforms (e.g., *La Opinión*, Spotify)
- Making the websites of KIPP SoCal and the Charter School available in English, Spanish, Chinese, Filipino, and Japanese

- Providing bilingual lottery interest form access online for families to expand the Charter School's applicant pool

Outreach Materials

Recruitment materials and outreach information are made available in English and any other predominant language in the community to best spread the word to our communities. Those conducting outreach and recruitment speak the language used by families and community members. Recruitment materials include information about the Charter School (e.g., the mission statement of the Charter School, pictures of KIPP students, information about the KIPP network of schools, and contact information for the Charter School) in both English and Spanish. The Charter School's website is linked to the KIPP SoCal Public Schools website and provides extensive information about the Charter School's instructional vision, mission, goals, and values along with additional information about the KIPP national network of public charter schools. Application for Enrollment forms are available online.

In addition, our outreach materials highlight KIPP SoCal's diversity and support for students with a wide array of needs. For example, a recent one-pager used by the Charter School emphasized that, across all KIPP SoCal schools, 81% of students identify as Latinx and 16% of students identify as Black. The one-pager also called attention to "meeting every student's needs" by "providing personalized support that responds to the needs of each student so they can thrive in school and life." The one-pager went on to specifically list key support initiatives for homeless and foster youth, LGBTQ youth, special education, trauma-informed classrooms, and suicide-and-bullying prevention. The Charter School and KIPP SoCal will continue using similar outreach materials in the future.

Maintaining Student Population Balance

Recruiting students from the immediately surrounding community ensures that the Charter School maintains the required balance of racial and ethnic pupils, special education pupils, and English Learners, including redesignated fluent English proficient pupils. The community surrounding our school site is exceptionally diverse and rich in history. We are proud to serve this community and strongly believe students with a variety of life experiences add to the learning experiences of all. Through the community we build at the Charter School, students and families will learn from each other to respect different viewpoints and find commonalities in all people. The Charter School is committed to ensuring that all students and families involved with our recruitment and outreach process feel welcome and respected. This will create the foundation for a thriving school team and family.

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the Board and KIPP SoCal staff will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate balance of racial/ethnic pupils, special education pupils, and English Learners, including redesignated fluent English proficient pupils.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student’s academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require

a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The Charter School requires students who wish to attend the Charter School to complete an Application for Enrollment form. After admission, students are required to submit an enrollment packet,³⁴ which includes the following:

- Registration Packet
- Home Language Survey
- Emergency Card
- Migrant Student Questionnaire (not required)
- Health Packet
- Special Meal Accommodation Form

³⁴ In accordance with Education Code Section 47605(e)(4)(B), the Charter School does not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- Statewide Test Notification
- All-In Covered California Flyer

Student Recruitment

Generally, student recruitment activities for the Charter School start in October for the upcoming school year. Throughout the student recruitment process, interested families and parents complete an application for enrollment form and, once the open enrollment period has ended, applications for enrollment. When distributing interest forms, staff and volunteers clearly explain the goals and expectations of the Charter School to families, parents and students. Follow-up meetings are scheduled and staff respond to phone calls and emails from interested parents as quickly as possible. The Charter School’s outreach efforts target students with a history of low academic performance, socioeconomically disadvantaged students, and Students With Disabilities, as described in Element 7. Other activities may include:

- Hosting open house events
- Setting canvassing dates
- Attending community events
- Doing community presentations
- Hosting enrollment workshops

The Charter School’s recruitment efforts are concentrated within a three-mile radius of our location.

Lottery Preferences and Procedures

The Charter School implements an admissions process that includes an open enrollment period, public random drawing (“lottery”) if necessary, and official enrollment process. The process and procedures, as well as timeline, are made available to all families and community members on the Charter School’s website and in hard copy at the Charter School office. Additionally, this information is distributed, as appropriate, during the recruitment efforts described here and in Element 7.

Admission Preferences

The Charter School’s admission preferences are consistent with Education Code Section 47605(e). Preference in the lottery will be given to the following categories of students in order:

- Students whose address of residence lies within the published boundaries of the District
- Siblings of students admitted or attending at the Charter School
- Children of KIPP SoCal Public Schools employees, except temporary employees (as long as that number does not exceed 10% of total enrollment)
- Students currently enrolled in and attending KIPP Raíces Academy as fourth graders who seek to enroll at KIPP Academy of Innovation in the following academic year as fifth graders

These admission preferences aim to: serve a student population that resides in District boundaries, make family commutes to school easier, and create a pipeline of students from KIPP Raíces Academy. If

the number of students who wish to attend the Charter School exceeds the openings available, then entrance shall be determined by a lottery in accordance with Education Code Section 47605(e)(2) and as set forth below. Students currently attending the Charter School are exempt from the lottery per Education Code Section 47605(e)(2)(B).

Open Enrollment Period

All Application for Enrollment Forms submitted during the open enrollment period are collected and recorded and maintained in the Charter School's enrollment system. The Application for Enrollment form seeks only the student information needed to determine admission preferences and parent contact information, and are made available both in paper form and online. In general, the open enrollment period begins in October and ends in mid-February. The timeline of the interest period is determined by KIPP SoCal's Operations team. If the number of interest forms received exceeds the capacity of a grade level, a date is set to hold a lottery to assure all applicants an equal chance of gaining admission subject to the admission preferences listed above. The date of the lottery is also made public on the Charter School's website.

Foster youth and homeless students are allowed to apply in accordance with Charter School admission and enrollment policies even if a parent/guardian is unable to provide the Charter School with the records normally required for enrollment, such as proof of minimum age requirements, proof of residency, or other documentation. If admitted, the Charter School staff shall immediately contact the school last attended by the student, if applicable, to obtain the relevant records. In the instances where a foster youth/homeless student needs to obtain immunizations or does not possess necessary immunization and other relevant medical records, the Charter School staff assists the parent/guardian(s) in obtaining the necessary immunizations and medical records for the student. Charter School staff shall assist any unaccompanied youth in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if the youth is unable to provide the Charter School with the records legally required for enrollment, and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by a supervising adult.

Lottery Proceedings

The date and time of the lottery is established each year once it is determined that a lottery is required. The lottery typically occurs 2–4 weeks after the open enrollment period closes. The exact date of the lottery is determined by KIPP SoCal's Operations team. Families who submit Application for Enrollment forms (on paper or online) receive information about the date, time, and location of the lottery from the Charter School in advance via email. The lottery is conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms receive preference in the automated lottery system, per the preferences outlined above.

The Board of Directors takes all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Chief Academic Officer). The KIPP SoCal Operations team, in coordination with the Data team, leverages the automated online system to take into account continued enrollment in each grade level and then applies the appropriate admission preferences. Separate lotteries are conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries take place virtually, two weeks after the Open Enrollment period closes.

Post-Lottery

All families who submitted an Application for Enrollment form, including both those who did and did not attend the lottery event, are notified in writing about the results of the lottery by the Charter School within one week of the lottery via a letter sent to the address on the interest form. The letters state whether the child was admitted or waitlisted, and, if waitlisted, the number the child is on the waiting list. For students who are admitted to the Charter School, the letter will include steps the family must take and a timeline (typically 2–3 weeks) to return paperwork to enroll the child in the Charter School. If the necessary paperwork is not returned to the Charter School in person or through an online enrollment system, complete by the designated deadline, then admission for that student is forfeited, and an admission offer is made to the next student on the waiting list. When an admission offer is forfeited families are notified by email, text and phone.

When a space is open during the school year that is not filled, families are contacted by the Charter School staff through a call and email in the order of the waitlist and will be given at least 48 hours to decide whether or not to accept a space at the Charter School. Families can respond via phone, in writing, or by accepting the seat through or by accepting the seat in person at the Charter School site or through an online enrollment system. In the event that there is no waitlist, and there is an open seat at the applicant's grade level, then the seat will be offered on a first-come-first-served basis. The Charter School maintains physical records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list, on the Charter School campus for inspection upon request. The Charter School will maintain these records for five years, in alignment with our other document retention policies.

Waitlist Procedures

If a lottery is required, a numbered waiting list is created at the time of the lottery and is randomized, accounting for the preferences listed above, by the automated lottery system. After the lottery, the waiting list only changes to accommodate the sibling preference, meaning if a family has two students on the waiting list and one is called off the waitlist and enrolls in the Charter School, the sibling's wait list number may move up as a result of the sibling now being a current student. No other changes to the waitlist occur. Application for Enrollment forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), are held in abeyance for a subsequent lottery, should the original waitlist be exhausted. Should a vacancy occur, admission is offered to the next applicant at the top of the waiting list. The Charter School determines the timeline for wait-listed students to accept admission annually (no less than 48 hours). The waiting list expires annually the day before the lottery for the upcoming year, and in no circumstance will a waitlist carry over to the following school year; applicants must reapply annually if the Charter School is unable to offer them admission for the current year. The above process will also be followed to fill vacant seats for all grades as seats become available each year due to student attrition at the discretion of the School Leader.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

An annual independent financial audit of the books and records of the Charter School is conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). This audit is conducted in accordance with Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K–12 Audit Guide. The audit verifies the accuracy of the Charter School’s financial statements (including its Balance Sheet, Income Statement, and Cash Flow Statement), attendance and enrollment accounting practices, and reviews internal controls.

The independent auditor is recommended by the KIPP SoCal Board’s Audit & Risk Committee, and the selection is then approved by the Board of Directors. The auditor has, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in the applicable Office of Management and Budget Circulars. KIPP SoCal’s Chief Financial Officer and Controller will work with the auditor to complete the audit.

The annual audit is completed and forwarded to the District, the Los Angeles County Superintendent of Schools, the State Controller, and the California Department of Education by the 15th of December of each year by the contracted auditing firm. KIPP SoCal's Chief Financial Officer and Controller ensure that the auditor sends the completed audit to all required agencies.

The KIPP SoCal Board's Audit & Risk Committee reviews any audit exceptions or deficiencies with the auditor and KIPP SoCal's Chief Financial Officer and the Chief Executive Officer and reports to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors submits a report to the District explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

The Charter School's Student Discipline Policy has been established to promote learning while providing a positive and safe learning environment throughout the Charter School. The Charter School is always committed to alternatives to handling student discipline besides suspensions and expulsions when at all possible.

In creating this policy, the Charter School has reviewed Education Code Section 48900, *et seq.*, which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900, *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. However, alternatives to suspensions and expulsions will always be considered and implemented when possible. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. All Charter School team members shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed, available in electronic form, and distributed annually as part of the Family Handbook. It will clearly describe student discipline policy, procedures, and expectations.

The Charter School’s administration shall ensure that students and their parents/guardians³⁵ are notified in writing upon enrollment of all student discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Charter School Leadership Team’s office. The Charter School will ensure that the notice is consistent with provisions in this petition, the District’s policies/School Climate Bill of Rights and all applicable law.

Suspended or expelled students shall be excluded from all Charter School and Charter School-related activities unless otherwise agreed during the period of suspension or expulsion.

School-Wide Positive Behavior Intervention and Support

Throughout the country, KIPP schools have been successful in teaching and overseeing healthy and safe student behavior. The Charter School is committed to creating a positive, nurturing, and safe learning environment for all students. The Charter School’s Positive Behavioral Interventions and Supports (“PBIS”) program plays a key role in this commitment. PBIS is an evidence-based framework designed to improve school climate, promote positive behavior, and increase academic achievement. By teaching and reinforcing clear behavioral expectations, PBIS helps students develop essential social and emotional skills that will benefit them throughout their lives. A positive reinforcement system is used to recognize students for meeting school-wide expectations. When students meet an expectation and it is recognized, this behavior is reinforced by immediately issuing students a merit that can never be revoked. If students are not meeting expectations, they should be given specific feedback and an opportunity to meet the expectation. The goal is for each student to earn multiple short-term reinforcements each day and long-term reinforcements each week or month. From initially setting expectations for behavior to consistently discussing and reinforcing what safe and healthy behavior looks like, students are constantly exposed to the Charter School’s values and expectations.

By acknowledging positive and healthy behavior in the classroom and encouraging students to do the same with their peers, the Charter School’s teachers teach students the importance of modeling and embodying positive and healthy behavior. As a result, the Charter School’s students will be able to identify and explain times when they are not meeting behavior expectations. This allows for self-correction and reflection. Each teacher at the Charter School employs a multi-step disciplinary system, which clearly conveys to students the consequences of unsafe and unhealthy behavior and provides opportunities for improvement. The consistency of this system across classrooms and grade levels ensures uniformity of expectations for all students, with the goal of creating and maintaining a positive school environment. On an annual basis, teachers will attend extensive training during the summer before the school year and throughout the school year, provided by the School Leader on school culture and climate.

Tiered Behavior Intervention

³⁵ The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

By using a range of progressive disciplinary options, the Charter School curtails misconduct before there is a need for more serious interventions. The Charter School is dedicated to working with students and families to address behavior challenges effectively. Potential options 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 leaders to discuss and develop safe and healthy behavior interventions to support the student and encourage future healthy decision-making
- Loss of incentives or privileges, such as “Fun Friday”
- Daily conduct log in which a student is required to get teacher acknowledgement of safe and healthy behavior after each class
- A behavior reflection sheet, which documents, in real time, student decisions in relation to the values of the school so that problematic choices can quickly be identified and addressed
- Study teams, resource panel teams, or other assessment-related teams
- Peer presentations of something that the student learned after making a non-healthy, safe decision
- Referral to school counselor, psychologist, child-welfare attendance personnel, or other school support service team members
- Based upon the specific facts and/or issues involved in a situation with a student, intervention from a child welfare attendance specialist may need to be involved (the Charter School shall use this resource to serve the best interest of students when necessary)

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

A member of the School’s Leadership Team (School Leader, Assistant School Leader, or Dean) or Designee (other school Administrative team member) manages all discipline referrals; and based on the severity of the action, handles each referral on a case-by-case basis in the best interest of students. The facts of every discipline case are always different. A member of the Charter School’s Leadership Team or Designee documents on the disciplinary referral how the action was handled. The discipline referral is sent home to be signed by the student’s parent or guardian and must be returned the following day. A copy of the referral is then given to the classroom teacher and another copy is kept on file with a member of the School’s Leadership Team or Designee. Additionally, all referrals are logged into Illuminate, our student information system for data monitoring.

Restorative Justice Practices

The Charter School will also use restorative-justice practices to repair harm done to relationships. In our view, restorative-justice practices take accountability in the school community to a higher level, because students and teachers are engaged in collaborative conversations around choices, actions, and behaviors that foster true personal growth and change. The restorative-justice approach cycle requires the school community to: (1) consider the why; (2) address the needs; (3) address harm; (4) reflect; and (5) heal. Our restorative-justice practices include, but are not limited to:

- Relationship building
- Calm corners
- Student check-ins
- Community circles
- Positive reinforcement
- Reflection sheets
- Restorative conversations
- Harm circles
- Logical consequences

These practices aim to:

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships
- Resolve conflict and hold individuals and groups accountable

Our restorative-justice practices require ongoing work to build relationships with students and create a safe learning environment. The growth and change that come from restorative-justice practice takes time, and some students will need more time to respond than others.

Alternatives to Suspension

The school-wide positive behavior intervention and support system, tiered behavior intervention, and restorative-justice practices described above aim to provide alternatives to suspension that address and correct a student’s specific misconduct. Additional alternatives to suspension include, but are not limited to, the following (and the Charter School may consider other alternatives not listed based on the specific circumstances):

- Attending family group conferences
- Completing an age-appropriate student statement reflecting on behavior
- Completing age-appropriate reflection packets targeting specific misconduct (e.g., bullying, fighting, racism, safety)

Starting on the first day of the school year, the Charter School also utilize referrals to the Student Support and Progress Team (“SSPT”) as another alternative to suspension. The SSPT is typically composed of a school leadership team member, referring teacher, student-support personnel, and other team members as determined by the SSPT designee. The SSPT uses a collaborative model to identify interventions and support for students who are struggling academically, linguistically, and/or behaviorally in the general-education setting. The SSPT uses data to monitor and evaluate the effectiveness of Tier-1, Tier-2, and Tier-3 support for the student.

The Charter School provides professional development on all of these interventions, supports, and practices. At the beginning of the year, the Charter School implements a Six-Week Strong Start that includes monitoring implementation of the school-wide positive behavior intervention and support. In addition, the Charter School describes and models restorative-justice practices in an annual professional development session.

Using Data

The Charter School monitors student behavior in KIPP SoCal's Analytics System to Leverage Excellence, a data analytics platform that is commonly referred to as "KASTLE" for short. The KASTLE platform includes a dashboard on behavioral incident reports. The dashboard allows the Charter School to disaggregate incidents by month, time, location (e.g., classroom, playground, hallway), day of the week, student group), and type of behavior. This data allows the Charter School to identify problem areas, brainstorm interventions, and communicate findings to staff, students, and parents.

In addition, KIPP SoCal and the Charter School gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements in the Infinite Campus platform. Such data is readily available to the District upon request.

Grounds for Suspension and Expulsion

The Charter School's Student Suspension and Expulsion Policy promotes learning and protects the safety and well-being of all students and team members. Team members shall enforce disciplinary rules and procedures fairly and consistently among all students. The Charter School's administrators ensure that students and their parents or guardians are notified in writing upon enrollment of all discipline policies and procedures. The Policy and its Procedures are set forth in the Family Handbook.

This hearing process is regarding involuntary removals as defined:

1. The Charter School is to provide timely, written notice of the offenses against the student and an explanation of the student's rights at least ten (10) calendar days before the date of the hearing.
2. The Charter School is to provide a hearing to be audio and/or video recorded and adjudicated by a separate hearing officer (i.e., this is a neutral officer who will facilitate, but will not be a member of the "Administrative Panel" described below) within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. A reasonably accurate and complete record of the hearing will be maintained.

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

All Offenses For Which Students Must Be Suspended

Category 1 Offenses – Student Offenses with NO School Leader Discretion (*Education Code Section ("EC") 48915(c)*).

Category 1 offenses require that the School Leader immediately suspend and recommend expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished a firearm. *EC 48915(c)(1) and (c)(5); 48900(b).*
- b) Brandished a knife at another person. *EC 48915(c)(2); 48900(a)(1); and 48900(b).*
- c) Unlawfully sold a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code Section 11053, *et seq.* *EC 48915(c)(3); 48900(c).*
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

All Offenses For Which Students May Be Suspended

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion (*EC 48915(a)*).

Category 2 offenses require that the School Leader suspend and must recommend expulsion when it is determined that the student committed any of the offenses listed below, unless the School Leader determines that expulsion is inappropriate:

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

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

Category 3 offenses allow the School Leader to suspend and recommend expulsion when it is determined the student committed any of the offenses listed below:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of “caused,” the injury is serious). *EC 48900(a)(1); 48915(b).*
- b) Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol

- c) Caused or attempted to cause damage to school or private property. *EC 48900(f); 48915(e).*
- d) Stole or attempted to steal school or private property. *EC 48900(g); 48915(e).*
- e) Possessed or used tobacco or any tobacco products. *EC 48900(h); 48915(e).*
- f) Committed an obscene act or engaged in habitual profanity or vulgarity. *EC 48900(i); 48915(e).*
- g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia. *EC 48900(j); 48915(e).*
- h) Knowingly received stolen school or private property. *EC 48900(l); 48915(e).*
- i) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude it is a firearm. *EC 48900(m); 48915(e).*
- j) Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils. *EC 48900.4; 48915(e) (Grades four through eight inclusive).*
- k) Committed sexual harassment. *EC 48900.2; 48915(e) (Grades four through eight inclusive).*
- l) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. *EC 48900.3; 48915(e) (Grades four through eight inclusive).*
- m) Made terroristic threats against school officials or school property, or both. *EC 48900.7; 48915(e).*
- n) Willfully used force or violence upon the person of another, except in self-defense. *EC 48900(a)(2); 48915(b).*
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary proceeding. *EC 48900(o); 48915(e).*
- p) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant. *EC 48900(p); 48915(e).*
- q) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. *EC 48900(p); 48915(e).*
- r) Engaged in, or attempted to engage in, hazing. *EC 48900(q); 48915(e).*
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act. *EC 48900(r); 48915(e).*

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

Potential Disciplinary Actions

In general, a suspension may be imposed only when other means of correction fail to bring about the proper conduct. However, prior corrective action is not a prerequisite if a student's presence would cause a danger to persons or property. With respect to the violations set forth in Education Code Section 48900(a)–(e), — i.e., the first five enumerated offenses under Category 3 listed above and the first offense under Category 1 — an out-of-school suspension may be authorized for a first offense.

Additionally, pursuant to Education Code Section 48900.5(a), a suspension for any of the above-listed offenses is permissible if a student's presence causes a danger to persons or property or threatens to disrupt the instructional process. Expulsion for offenses enumerated under Category 3 subsections (a)–(l) or an offense enumerated under Category 1 subsection (a), is permitted based upon the

recommendation of the School Leader and a finding by a neutral and impartial administrative panel appointed by a member of the KIPP SoCal Public Schools School Support Team Leadership Team as designated by the KIPP SoCal Public Schools Board that the student committed the offense and that either: (a) other means of correction are not feasible or have repeatedly failed to bring about the proper conduct; or (b) due to the nature of the act, the student's presence would cause a continuing danger to the physical safety of the student or others. Education Code Section 48915(e).

An appeal of an expulsion finding would go before the full KIPP SoCal Public Schools Board.

In-School Suspension

The Charter School provides an in-school suspension program to avoid any loss of instructional time. A student suspended from a school for any of the enumerated offenses may be assigned, by the School Leader or Designee, to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or team members, or if an action to expel the student has not been initiated. The Charter School follows the same notice and conference requirements for in-school suspension as for out-of-school suspension. In-school suspension is supervised by a teacher or an administrator responsible for gathering assignments from the student's teachers of record and providing a small-group environment with close supervision and assistance in completing the work. The credentialed teacher remains in the room to monitor on-task behavior and provide tutoring when needed. The in-school suspension program includes a physical education component. On the rare occasion of a student with an IEP participating in the in-school suspension program, an itinerant RSP teacher visits the individual student to provide the assigned daily minutes prescribed in the IEP, and the student goes to all other DIS services as scheduled. The maximum number of days of in-school suspension for students in general education is five (5) days. The maximum number of days a student with an IEP or a student with a Section 504 plan can be suspended in a school year is ten (10) days.

The following offenses are included above as Category-3 offenses for which the School Leader has broad discretion to determine appropriate discipline: (1) causing, attempting to cause, threatening to cause, or participating in act of hate violence; (2) engaging in harassment, threats, or intimidating against a pupil or group of pupils or school district personnel; and (3) making terrorist threats against school officials or school property, or both. The School Leader will have discretion as to whether in-school or out-of-school suspension (or no suspension) is appropriate for these offenses. However, in-school suspensions must receive final approval from the Director of Schools or designee for the Charter School along with guidance on exactly how the in-school suspension will be administered. In exercising discretion, the School Leader, along with the Director of Schools or designee, will consider which determined course of action adequately provides safety for students, team members, and visitors to the Charter School and serves the best interests of the Charter School. It will also be determined if an in-school suspension would better support the student in learning and growing from the incident.

Out-of-School Suspension Procedures

Assurances

The policies and procedures for suspension are periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. Such modifications will be in compliance with the law and shall be submitted to the District for review. The Charter School

accounts for suspended or expelled students in its average daily attendance accounting as provided by law. All suspension procedures comply with federal and state constitutional, procedural, and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. The Charter School's process for investigating incidents and collecting evidence will be fair and thorough.

Authority

The School Leader, Interim School Leader, or Chief Executive Office of KIPP SoCal determines if a suspension is to be imposed and, if so, the appropriate length.

Informal Conference With Student

Suspension shall be preceded, if possible, by an informal conference conducted by the School Leader or Designee with the student and the student's parent/guardian and, whenever practicable, the teacher, supervisor or school team member who referred the student to the School Leader or designee. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student; the student shall be given the opportunity to present their version of events and supporting evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). EC 48911(b).

This conference may be omitted if the School Leader or Designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two (2) school days, unless the student/parent/guardian waives this right or is physically unable to attend for any reason, including but not limited to, incarceration or hospitalization. In such cases, the conference shall be held as soon as the student is physically able to return to the Charter School. Education Code Section 48911.

Notice to Parents/Guardians

At the time of the suspension, the School Leader or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension in the native language of the student or the student's parent/guardian and the date of return following the suspension. Education Code Section 48911.

This notice shall state the specific offense(s) committed by the student (Education Code Section 48900.8), as well as the date the student may return to school following the suspension, and an explanation of the student's basic rights. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference

Whenever a student is suspended, Charter School administrators may meet with the parent/guardian to discuss the causes and duration of the suspension, the Charter School policy involved, and any other

pertinent matters. Education Code Section 48914. To ensure a fair and thorough process for investigating incidents and collecting evidence, the Charter School follows all suspension regulations outlined in the Education Code, as further elaborated below.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, penalties shall not be imposed on the student for the failure of the student's parent/guardian to attend a conference with Charter School administrators. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference. Education Code Section 48911.

Time Limits

Absent a recommendation for expulsion, a student's single suspension period (whether in or out of school) shall not exceed five (5) school days. Pursuant to Education Code Section 48903(a), the total number of days for which a student may be suspended from school shall not exceed twenty (20) school days in any school year. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year.

Upon a recommendation of expulsion by the Chief Executive Officer, School Leader, or Interim School Leader, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended for General Education Students, such extension shall be made only after a conference is held with the student's parents/guardian, unless the student and the student's parents/guardian fail to attend the conference. This determination will be made by the Chief Executive Officer, School Leader, or Designee upon either of the following: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing, fifteen (15) days, unless the parent/guardian requests to postpone the expulsion hearing for up to thirty (30) calendar days. The student will have the opportunity to complete instructional activities missed due to their suspension and will be able to communicate with designated school team members for any questions and for evaluation of work.

Suspension Appeals

Within ten (10) days of receiving the notice of suspension, the parent/guardian may submit a written appeal to the Student Discipline Committee of KIPP SoCal, which is a subcommittee of the KIPP SoCal's Board of Directors. The Student Discipline Committee will then conduct the suspension appeal review. The Student Discipline Committee decision is final. If the parent/guardian objects to the Committee's decision, the parent/guardian may submit a written objection which should be included in the student's discipline records if the parent/guardian so requests.

Access to Class Materials and Assignments

During the period of the suspension, the Charter School shall ensure that the student receives all class materials and assignments for completion during this time and allow the student to complete any remaining assignments when the student returns from the suspension. The School Leader and/or Designee, oversees the process in which these materials and assignments are directly distributed to

students during suspension after consulting with the student's parent or guardian on what works best for the student.

For students on suspension pending an expulsion hearing, the Charter School will work with parents/guardians on what is best to help facilitate pickup and/or delivery of all class materials and assignments from the Charter School's main office. The Charter School will ensure that the student has all new materials and assignments available on a daily basis. Any other requests by the parent/guardian will be reviewed on an as needed basis. The Charter School will arrange for the student to take all school exams and state required testing with the appropriate supervision in the school's main office.

Expulsion Procedures

Definition

Expulsion is the involuntary removal of a student from all schools and programs of KIPP SoCal for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature and mandatory grounds for expulsion, expulsion is used only when the School Leader determines that all other behavior supports, plans, and interventions have failed to bring about proper conduct, and/or the student's presence causes a continuing danger to other students. All expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. The policies and procedures for expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and required by law.

Authority

The KIPP SoCal's Chief Executive Officer, , School Leader, or Interim School Leader have the authority to make expulsion recommendations. Any one of these positions have authority to recommend expulsion. Final action regarding the expulsion is only taken by vote after the hearing of the designated Student Discipline Committee of the KIPP SoCal's Board of Directors.

Notice of Hearing

In the event that the Chief Executive Officer, the School Leader, or Interim School Leader recommend a student for expulsion from the Charter School, written notice to the student and parents/guardians in the native language of the student or the student's parent/guardian shall be promptly provided at least ten (10) calendar days before the date of the expulsion hearing. The notification shall include:

- A statement of facts, charges, and offense(s) upon which the proposed expulsion is based
- The date, time, and location of the expulsion hearing
- A copy of the Charter School's disciplinary rules which relate to the alleged violation
- Guidance around the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- Notice of the student's right to obtain and inspect all copies of documents to be used at the hearing, and confront and question all witnesses who testify at the hearing, and question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

- Notice of the obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment, if expelled
- Information regarding reasonable accommodations and language support

Hearing

The expulsion hearing must occur within thirty (30) school days of the offense, unless the student and parent/guardian requests a postponement. Likewise, the hearing shall not be held fewer than ten (10) days following the written notification of due process rights unless the student and parent/guardian waive their rights to ten (10) days’ notice. Education Code Section 48918.

Once the School Leader, Interim School Leader, or Chief Executive Officer, have determined that a student has committed an expellable offense, an expulsion hearing is held, in confidential session (complying with all student confidentiality rules under FERPA). The hearing will be heard before a neutral and impartial Administrative Panel of KIPP SoCal that will make the recommendation regarding expulsion.

In connection with such a hearing and to effectuate an unbiased process, no School Leader or other Charter School personnel who were involved in the underlying disciplinary action shall participate in any vote by the Administrative Panel. KIPP SoCal Public School’s Administrative Panel appointed by a member of the KIPP SoCal Public Schools Support Team, as designated by the KIPP SoCal Public Schools Governing Board, shall consist of three members. The members will include either, Charter School administrators, Charter School support team members (i.e., non-certificated team members), and/or Charter School operations personnel within the KIPP SoCal region. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Student Discipline Committee of the KIPP SoCal Board shall decide whether to approve the recommendation. The expulsion finding can be appealed to the KIPP SoCal Board. Upon request, the Charter School shall provide reasonable accommodations and language support for the hearing.

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 the advocate may present evidence and arguments, question witnesses, call witnesses, and present materials to the Administrative Panel for consideration. A video recording of through video conferencing/ communication services platforms and, if necessary, a translator will be present at the hearing. The student’s parent/guardian will be given access to this record.

Record of Hearing

Pursuant to Education Code Section 48918, a video record of the hearing shall be made through video conferencing/ communication services platforms. A reasonably accurate and complete record of the hearing will be maintained. All documents and/or evidence presented at the hearing shall be maintained at the Charter School and electronically retained. Upon request, records will be released to the student, the student’s advocate with parental authorization, or parent/guardian within a reasonable time frame. Said records shall also be provided to the KIPP SoCal Public Schools Board in the event of an appeal proceeding.

Procedures for Expulsion Hearing Involving Sexual Assault and Battery Offenses

In certain expulsion cases, the Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. In such cases, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student. The following outlines procedures to be followed for all cases involving sexual assault and/or battery:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session, when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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 their testimony heard in a session closed to the public.

Expulsion Decision and Post-Hearing Procedures

Within ten (10) school days after the hearing, the Administrative Panel shall submit their findings to the KIPP SoCal Public Schools Board's Student Discipline Committee. The Student Discipline Committee shall consist of members of the KIPP SoCal Public Schools Board. The Student Discipline Committee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no School Leader or other Charter School personnel who were involved in the underlying disciplinary action shall participate in any vote by the Student Discipline Committee thereof. Any decision made by the Student Discipline Committee to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the Administrative Panel. Any decision made by the Student Discipline Committee to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing.

Notification to Parent(s)/Guardians(s)

Upon the KIPP SoCal Public Schools Board's Student Discipline Committee's issuance of a decision, the Chief Executive Officer or Designee, will make contact with the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker via telephone, email, and/or postal mail advising them of the committee's decision and rehabilitation plan. The Chief Executive Officer or Designee, following a decision of the Student Discipline Committee to expel, shall send written notice of the decision to expel, including the Student Discipline Committee's adopted findings of fact, to the student and student's parent/guardian or in the case of foster students, the educational rights holder, attorney and social worker, in the native language of the student or the student's

parent/guardian. The written notice shall include the following: (a) notice of the specific offense(s) committed by the student; (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) the details of a rehabilitation plan. The notice shall advise the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker of their right to appeal and access to records of the proceedings. The notice will also include information about reinstatement eligibility, and alternative educational placements during expulsion.

Notification to the District

The School Leader or Designee shall send a copy of the written notice of the decision to expel to the Los Angeles Unified School District ("LAUSD") and the school district of residence if different than LAUSD. This notice shall include the following: (a) the student's name; (b) the specific expellable offense(s) committed by the student.

Right to Appeal

Parents/guardians have the right to appeal expulsions to the full board of KIPP SoCal Public Schools. Members of the Student Discipline Committee will not participate with the full board for the appeal. A parent must submit a written appeal within ten (10) school days of being informed of the expulsion decision by the Student Discipline Committee on school discipline. The appeal must include a statement briefly describing the reason why the Student Discipline Committee's decision should be reversed. The appeal must be hand delivered, sent by email, or postal mail to the Board or Designee.

KIPP SoCal Public Schools Board's review is limited to the record of proceedings held before the Administrative Panel and recommendations presented to the Student Discipline Committee. Unless evidence was improperly excluded or, in the exercise of reasonable diligence, could not be produced at the time of the expulsion hearing, no evidence other than that contained in the record of proceeding may be heard. The full Board of KIPP SoCal Public Schools, excluding the members of the Student Discipline Committee, shall review the expulsion record and make a determination as to whether the expulsion should be sustained. The timeline for review is within ten (10) school days of the receipt of the request for appeal.

KIPP SoCal Public Schools Chief Executive Officer or Designee will notify the parent(s)/guardian(s) of the date, time, and location of the appeal hearing in writing. The notice shall include language advising the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker, that failure to appear at the hearing may be deemed an abandonment of the appeal by the Board. Unless otherwise excused by the KIPP SoCal Public Schools Board, failure of the appellant or parent/guardian or in the case of foster students, the educational rights holder, attorney and social worker, to appear at the scheduled hearings or to pursue the appeal with diligence within the time frames established above, may be deemed an abandonment of the appeal and the KIPP SoCal Public Schools Board may dismiss the appeal.

KIPP SoCal Public Schools Chief Executive Officer or Designee will notify the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker, of the Board's decision within three (3) days of decision by telephone, email, and/or postal mail. The decision of the full Board is final.

Post-Expulsion Support

As discussed above, the Student Discipline Committee of the KIPP SoCal Public Schools Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, require a student to complete a rehabilitation plan.

The general criteria for the rehabilitation plan is based on the specific incident that caused the expulsion order and the circumstances of the individual student. The plan generally includes recommendations, if needed, for improved academic performance, regular timely attendance at school, special education assessments, counseling, community service, and other rehabilitative programs. Periodic review and an assessment at the time of readmission review may need to be conducted.

The rehabilitation plan will include a date no longer than one year from the date of expulsion. On this date or after, the student may reapply to the Charter School for readmission.

Once conditions of the rehabilitation plan have been completed, proof of these conditions should be submitted to the Charter School for review and possible end of suspended expulsion period depending on whether all conditions have been completed. Once completed, the student's record can be cleared of the suspended expulsion and just reflect the previous suspension pending expulsion hearing.

A parent/guardian's initial refusal to have the student complete the rehabilitation plan shall not be considered in the KIPP SoCal Public Schools Board's determination as to whether the student has satisfactorily completed the rehabilitation plan. EC 48917. If the expulsion is upheld, KIPP SoCal will inform the student's district of residence of the student's expulsion from the Charter School. In addition, the Chief Executive Officer or Designee will directly support the student's family in finding a new placement at another school by providing the parents the information to contact the district of residence and to the Los Angeles County Office of Education for an alternative school placement. Students who are under current expulsion orders and whose district of residence is LAUSD will be directed to call LAUSD's Student Discipline and Expulsion Support Unit for the State-mandated admission process.

Readmission or Admission of a Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or the Charter School who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors. The student's request for readmission along with proof of completion of the rehabilitation plan and any other supporting documentation from the student and parent/guardian or representative and any information and documents from the School Leader will be reviewed by the Board of Directors. The Board of Directors will determine whether the student has successfully completed the rehabilitation plan and determine whether the student poses a threat to others or will be disruptive to the school environment. The Board shall make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. If the Charter School has no capacity to readmit the student due to current full enrollment in the student's grade, the Charter School will determine if there is availability at another KIPP SoCal school. If no

availability at another KIPP SoCal school, we will direct the student's family to nearby schools by using resources such as a school district's resident school identifier, a school district's online enrollment portal, or connecting them to the school district's office for placement.

Notice to Teachers

The Charter School shall notify its teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All Charter School staff participate in Social Security and have the option to enroll in a 401(k) retirement plan, including both traditional and Roth 401(k) options. The Charter School will not participate in the State Teachers’ Retirement System or the Public Employees’ Retirement System. KIPP SoCal Public Schools’ Director of Human Resources Operations is responsible for ensuring that appropriate and timely arrangements for coverage under Social Security and a 401(k) plan are made.

Certificated, Classified, and Other Staff Members

In addition to Social Security, part-time and full-time certificated and classified positions can participate in a 401(k) plan, with both traditional pre-tax and Roth after-tax contribution options available. KIPP SoCal matching contributions apply only to traditional pre-tax 401(k) contributions; Roth after-tax contributions are not eligible for an employer match. KIPP SoCal will provide a match to employees’ 401(k) contributions over the following schedule:

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

School Leadership

School Leaders have access to all the retirement benefits listed above and are additionally eligible to participate in a 457(b) deferred compensation plan. The 457(b) plan provides School Leaders with an additional tax-advantaged retirement savings option. KIPP SoCal does not provide matching contributions to the 457(b) plan.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

The Charter School is a school of choice. As such, no student shall be required to attend the Charter School.

The Charter School supports families interested in learning about their enrollment options by guiding them to nearby schools. We will inform families of their public school alternatives by directing families to nearby schools by using resources such as a school district's resident school identifier, a school district's online enrollment portal, or connecting them to the school district's office for placement.

Parents and guardians of each student enrolled in the Charter School will be informed that enrollment in the Charter School provides no right to enrollment in any other school in the local educational agency, except to the extent that such a right is extended by the local educational agency.

Element 13 – Rights of District Employees

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

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

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by KIPP SoCal Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Angella Martinez

KIPP Academy of Innovation
1933 S. Broadway St., Suite 1144
Los Angeles, CA 90007

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Angella Martinez
KIPP Academy of Innovation
1933 S. Broadway St., Suite 1144
Los Angeles, CA 90007

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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) 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.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

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

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in

accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District.

The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons (the CEO, unless otherwise designated by the Board) responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., federal Social Security), and the California Department of Education of the closure and its effective date. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students, and the District with copies of all appropriate student records, and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon the Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution

shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Folder 5, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes,

standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates

of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)