

KIPP Elementary School #5 Charter Petition
2013-2018

Submitted to the Los Angeles Unified School District

February 26, 2013

KIPP Elementary School #5
Initial Charter Petition

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AFFIRMATIONS AND ASSURANCES

KIPP Elementary School #5 shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

ELEMENT 1: THE EDUCATIONAL PROGRAM

The address of KIPP Elementary School #5 is to be determined but will likely be located in East Los Angeles.

The phone number of KIPP Elementary School #5 is 213-489-4461.

The contact person for KIPP Elementary School #5 is Marcia Aaron.

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

The grade configuration is kindergarten through fourth grade.

The number of students in the first year will be 220.

The grade levels of the students the first year will be kindergarten and first grade.¹

The scheduled opening date of KIPP Elementary School #5 is August 12, 2013.

¹ KIPP LA Schools may opt to open KIPP Elementary School #5 with kindergarten only in the first year of operation. If the school chooses not to enroll first grade students in its first year, KIPP LA Schools will notify the District prior to the beginning of the 2013-14 school year.

The enrollment capacity is 533. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student's residency.)

The instructional calendar will be: Summer school: August 12-23, 2013; Regular year: September 3, 2013-June 20, 2014.

The bell schedule for KIPP Elementary School #5 will be: 8:00 AM - 3:00 PM Regular Instruction, with up to three hours of supplemental instruction before or after regular instruction ends.

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

School Mission and Vision

KIPP Elementary School #5's mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in middle school, high school, college, and life.

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

By utilizing the rigorous grade-level expectations articulated in California's Content and Common Core Standards as well as by referencing the STAR CST Blueprints, academic learning at KIPP Elementary School #5 will be driven by the teachers' design and implementation of year-long pacing guides that ensure students have mastered core standards by the end of the third quarter. Data drives instruction at every step. Intervention and accelerated groups are used to ensure all students are challenged and supported in individual learning levels.

Our mission supports the notion that schooling should develop the character and self-identity of students. KIPP Elementary School #5 will cultivate character strategically throughout the school year, focusing on the traits of Integrity, Grit, Zest, Curiosity, Self-Control, Gratitude, Love, and Optimism, which are based on the research of Martin Seligman and Chris Peterson. These character traits are discussed in more depth in the "School Character Traits" section below. Teachers are encouraged to incorporate the character traits in their lesson plans across content levels so that students receive a holistic education that builds academic and character skills.

The character-building program at KIPP Elementary School #5 will include a solid foundation of excellent teaching and learning that is offered sooner, longer, and more intensively than at other schools. Academic learning follows a standards-based continuum from the lower to the upper grades. In kindergarten, students will learn a base of fundamental knowledge and skills that allows for more sophisticated high-level thinking in the fourth grade.

Students must demonstrate mastery of standards in each grade to earn promotion to the next grade. The school's rigorous, accelerated academic curriculum is geared toward ensuring that all students will be prepared for college-preparatory middle schools and high schools.

School Character Traits

In order for the students to realize the mission of KIPP Elementary School #5, character building will be integrated into the curriculum. The character building will be built around eight of the twenty-four character strengths identified by Seligman & Peterson in their research. These eight character traits are: Integrity, Grit, Zest, Curiosity, Self-Control, Gratitude, Love, and Optimism. The goal will be for each child to clearly articulate strengths and areas of growth within their own character using the eight character traits as key vocabulary. These reflective and honest conversations between members of the KIPP Elementary School #5 community will lead to students matriculating from KIPP Elementary School #5 as self-aware individuals that understand that our "character" is something that we work on, just as we work on our reading skills or math skills. They will be able to articulate what each character trait means and what it looks like. At KIPP Elementary School #5, character instruction permeates every subject and part of the daily schedule; teachers will weave the character traits into their direct instruction in every lesson.

Integrity: Being someone that is true to your word and trustworthy, because as a person you own up to your mistakes and continuously follow through on your promises.

Grit: Having tremendous tenacity and never letting up, even in the face of challenges.

Zest: Bringing a vibrant energy to new endeavors.

Curiosity: It is not about knowing all the answers; it is about knowing how to *find* the answers.

Self-Control: Understanding that we cannot have everything we want all the time. Also, when one demonstrates self-control they understand that they share this world with others, and give others and opportunity to share.

Gratitude: Appreciating others for all that they bring to the world.

Love: Caring for others and the world, by being an empathetic individual that seeks to help others.

Optimism: When things are hard (whether academically or emotionally), to be hopeful that things will improve. This optimism will also tie greatly into grit, because often when we show grit in the present moment the future is filled with hope.

The KIPP Foundation

KIPP Elementary School #5's founding partnership is with KIPP LA Schools, a local 501(c)3 non-profit organization. KIPP LA Schools, and other KIPP regions across the country, are supported by the KIPP Foundation. The KIPP Foundation is a national non-profit organization responsible for supporting excellence and sustainability across the network and leading network-wide innovation efforts to leverage KIPP's growing scale. The Foundation provides a variety of supports and services to KIPP schools and regions in areas such as recruitment and training of school

leaders, legal support, real estate, technology, finance, corporate governance, operations, communications, marketing, development and oversight. There are currently 125 KIPP schools operating in 20 states and Washington D.C. serving more than 41,000 students.

KIPP began in 1994 when Mike Feinberg and Dave Levin completed their two-year teaching commitment with Teach For America and launched a program based upon the KIPP Five Pillars (High Expectations, Choice and Commitment, More Time, Power to Lead, and Focus on Results) for 50 fifth graders at Garcia Elementary School, a public school in an underserved area of Houston, Texas. Their students' accelerated academic achievement fueled the program's expansion: KIPP Academy New York was opened by Dave Levin in the South Bronx in 1995, and KIPP Academy Houston was founded by Mike Feinberg as one of Houston's first public charter schools. Both schools grew to become the highest performing middle schools (fifth through eighth grade) in their respective districts. After four years of attending a KIPP school, most students go on to some of the most prestigious private, boarding, and public high schools in the nation, including, in some regions, KIPP-operated high schools. Within Los Angeles, eighty-nine percent of KIPP students are low-income, ninety-eight percent are African-American or Latino, and eight percent qualify for special education services. More than 96% of KIPP LA middle school students have gone on to college-preparatory high schools, and 86 percent of our students have gone on to college.

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

The founders of the KIPP Foundation have recognized that school leadership determines school performance. Thus the KIPP School Leadership Program was created to replicate the success of the original two KIPP academies by offering an innovative and prestigious entry point for outstanding educators to become School Leaders through the Fisher Fellowship that provides rigorous training, practice and support. (Please see **Appendix A** for information on the KIPP School Leadership Program.) While many of KIPP's practices are replicated in schools across the country, only a successful graduate of the Fisher Fellowship is permitted to found a new KIPP school. The Fisher Fellowship provides a Fisher Fellow with a paid stipend during their start-up year and with intensive training and highly individualized support to develop in the following competency areas: Driving Results, Managing People, Building Relationships, Instructional Leadership, and Operational Management.

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

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

The Residency Period: Fisher Fellows serve as residents in KIPP and other exemplary schools over the course of four months to broaden their perspective on leadership and effective school models. The Residency period allows KIPP Fellows to experience the culture and activities of successful schools around the country in preparation for starting and leading their own KIPP schools. Throughout the fall months, Fellows rotate through key school roles, learning through hands-on training by assisting Principals, teachers, office managers, development directors, counselors and other staff. Residencies are punctuated by local, regional, and national training events customized to each Fellow's learning needs and by visits to their hometowns, where they begin to cultivate relationships with the district, school board, community members, and parents with whom they will partner to open the school.

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

School Start-Up Period: After the Institute and Residencies, all Fisher Fellows return to their school's community for the final six months of the start-up period. This is the time when Fellows are recruiting students and staff, meeting with parent advisory groups, building community partnerships, collaborating with the fundraising team, and designing professional development workshops.

During the critical first two years of school operations, it is essential to establish a strong school culture and obtain outstanding academic results. To ensure success, KIPP Elementary School #5 will receive support from its parent organization, KIPP LA Schools. In 2008, KIPP LA Schools received a \$12 million ten-year pledge from The Broad Foundation to help cover costs for certain new schools and to launch a School Support Center (SSC) to provide back office services to our schools. With the SSC assuming some of the key operational duties previously performed by the School Leaders, those leaders will be able to focus on the most important aspect of their jobs: instructional leadership and school culture visioning.

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

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

During its first year of operation, every new KIPP LA charter school undergoes an intensive school review using KIPP's evaluation protocol. 102 Group, in collaboration with KIPP Foundation and KIPP LA Schools, will spend two days evaluating KIPP Elementary School #5 to determine how the school is progressing toward implementing its mission and realizing its vision. This review will take place early in the year to ensure that potential improvements can be acted upon in a timely fashion. Members of the review team will include 102 group professionals as well as other KIPP school leaders and select members of the KIPP LA leadership team.

In year two, KIPP LA Schools will contract with School Works to conduct a second year review and inspection. The SchoolWorks inspection adds an additional layer of accountability along with the District and state. The purpose of both of these reviews is to determine each school's success in implementing KIPP's Five Pillars and fulfillment of the KIPP mission to provide educationally underserved students with the knowledge, skills, and character required to succeed in top quality high schools, colleges, and the competitive world. The KIPP SchoolWorks Quality Review (SQR) answers key questions by collecting evidence from student achievement data, school documents, interviews, and classroom observations. The evidence is collected and analyzed by a team of qualified educators over the course of several days in the school.

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

Student Attainment

- Absolute student performance
- Student performance growth

Teaching and Learning

- Curriculum
- Instruction and student engagement
- Ongoing assessment
- Classroom management

Governance and Leadership

- Governance
- School management
- Organizational leadership
- Instructional leadership

Learning Community

- Mission, vision, and values
- School climate and culture
- Professional culture
- Student culture
- Continuous process for improvement

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

About KIPP LA

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

KIPP LA Schools is working hard to prove what is possible in public education. By promoting excellence in education throughout our elementary and middle schools, KIPP LA aims to prove that every child can learn and achieve at the highest levels and can ultimately succeed in college and life.

In the long-term, we envision that KIPP LA will prove to be a transformative element in the South and East Los Angeles communities we serve. While college matriculation rates are exceedingly low in these regions, more than 85 percent of KIPP alumni nationwide have gone on to college. By maintaining a similar college matriculation rate at KIPP LA, we estimate we will significantly increase our communities’ collective college-going rate. As the number

of KIPP LA graduates grows, expectations for high academic standards will prevail, and demand will increase for an excellent education for all children. We foresee that our alumni – as self-directed, purposeful college graduates – will also work to improve educational and economic opportunities across Los Angeles.

KIPP LA's Track Record of Success

KIPP Elementary School #5 is modeled after KIPP LA's successful elementary schools that are in operation in South and East Los Angeles. Since our first schools opened, KIPP LA has established a strong record of academic achievement. In the 2011-12 school year, our students outperformed 83% of middle schools in Los Angeles Unified School District (LAUSD), as measured by the California Standards Test. According to California's Academic Performance Index (API), KIPP LA Prep received a 924 API, making it the highest performing middle school in LAUSD. Our elementary schools have also achieved at high levels. Our oldest elementary school, KIPP Raíces Academy scored a 961 on the API, outscoring 98% of elementary schools in the state. On the spring administration of MAP (a national norm-referenced test), KIPP LA's elementary schools outperformed comparison groups in reading and math 100% of the time. Further, KIPP Elementary School #5 will implement successful practices that are used in other high quality public, private and KIPP schools across the country. KIPP makes no excuses based on race, gender, socioeconomic status, or disability. The existing KIPP schools have proven that KIPP's educational vision can be implemented with tremendous success.

All KIPP schools are open-enrollment public schools. Students choose to attend a KIPP school because they want a safe, challenging environment that provides them with every educational opportunity and puts them on the path to and through college. With KIPP elementary schools around the country offering supplemental school hours and days, often from 7:45 AM– 4:30PM during the week and additional weeks during the summer, KIPP schools provide more time for high impact teaching and learning. At KIPP, instruction is intended to meet students where they are and to then maximize the proven effects of data-driven instruction, differentiation, and personal relationships to help move children who often enter below proficiency standards to proficient and advanced levels for their grade. The success of the existing KIPP LA elementary schools exemplifies the accelerated growth of our KIPPsters and what is possible given the academic supports and rigorous instruction provided during our school days. [See Figure 1.1 below]

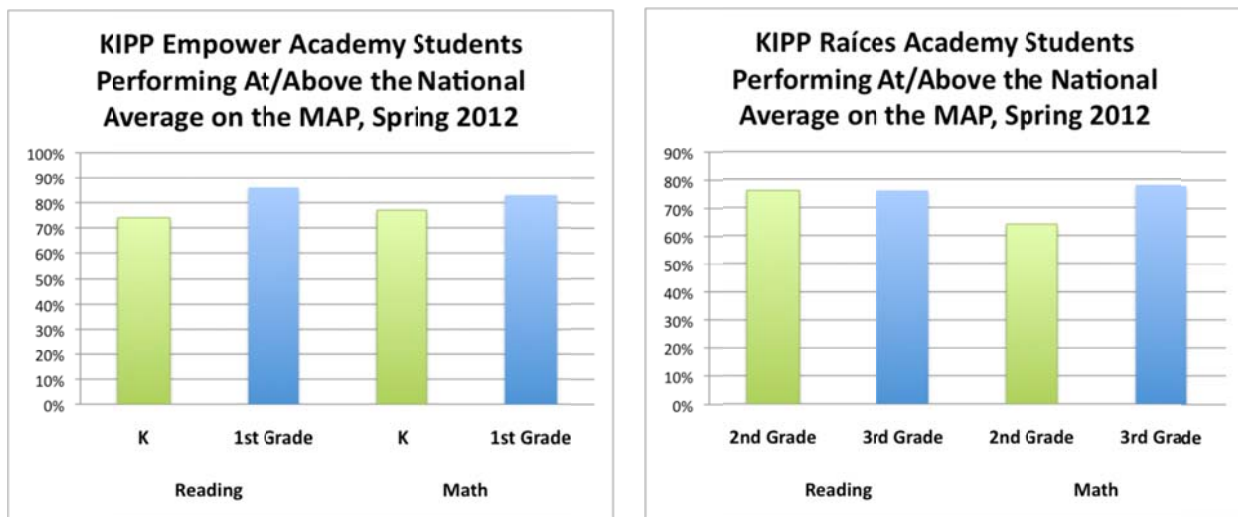
Every year, hundreds of educators, parents, professors, and interested citizens visit KIPP schools to glean best practices, largely as a response to KIPP's success in boosting academic achievement performance gains and implementing strong school-wide cultures. KIPP's success has been featured by international and national media sources, including the *New York Times*, the *Washington Post*, *Newsweek*, *People Magazine*, *Education Week*, *Business Week*, *ABC's Good Morning America*, *CBS's 60 Minutes*, *U.S. News and World Report*, *USA Today*, National Public Radio, PBS, *The Oprah Winfrey Show*, *NBC Nightly News*, *ABC World News*, *The Economist*, and many others.

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

In another measure of student achievement, we successfully place over 95% of outgoing eighth grade students in a variety of KIPP LA-approved college-preparatory high schools, including the Stevenson School, the California Academy of Math and Science, and Harvard-Westlake School. Of KIPP LA’s oldest cohorts of alumni, the classes of 2011 and 2012, 98% graduated from high school, 90% were accepted to four and two-year colleges and universities, and currently 84% are persisting in college. This is over four times the national average for students from low-income communities.

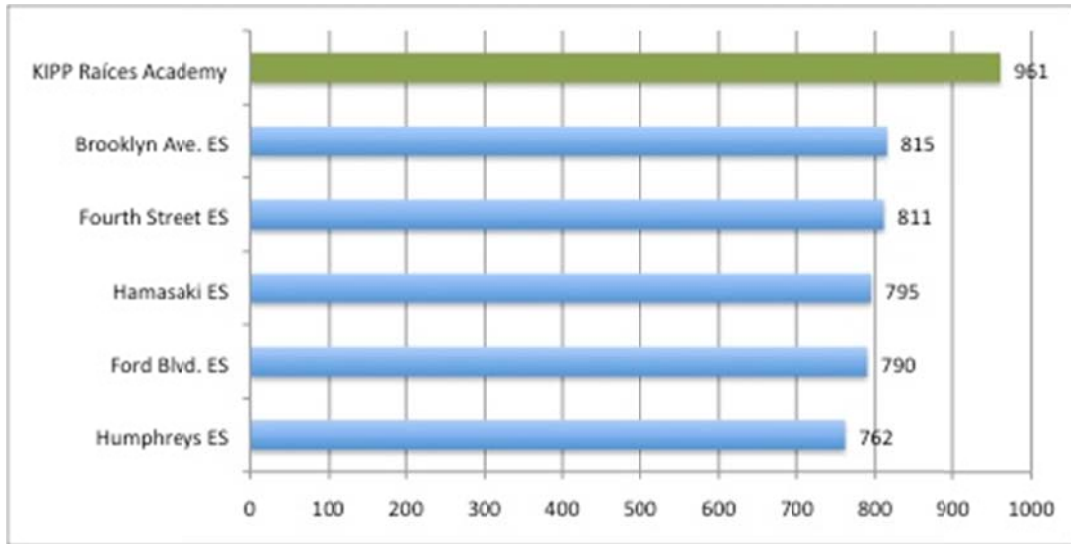
Figures 1.1 and 1.2 below show that longer hours in school, excellent teachers, and a structured learning environment are producing significant academic gains and putting students on the path to college. KIPP has achieved exceptional results with some of the most underserved students in Los Angeles.

Figures 1.1 and 1.2: KIPP LA Elementary School Students Performing At or Above the National Average on the MAP Assessment, Spring 2012



Based upon 2012 API scores, KIPP Raíces Academy was in the top two percent of all elementary schools in the state and vastly outperformed all neighboring public elementary schools earning an API of 961. Figure 1.3 below shows the API scores of KIPP Raíces Academy and other similar elementary schools in the District.

Figure 1.3



KIPP's Five Pillars

KIPP Elementary School #5 will achieve its mission and vision through its implementation of KIPP's Five Pillars, its partnership with the KIPP Foundation and KIPP LA Schools, and through KIPP's educational philosophy. KIPP's Five Pillars, the core operating principles that all KIPP schools share, will drive KIPP Elementary School #5 and are as follows:

High Expectations. KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. KIPP Elementary School #5 will establish a college-ready culture in which clear, rigorous goals are set for both the academic achievement and conduct of our elementary students. KIPP Elementary School #5 staff is hired only when they demonstrate they believe all students can and will learn. They need to possess the drive and determination to do whatever is necessary to support student success. All students are expected to be prepared each day to work hard, be nice and make decisions to positively impact themselves and their community.

Choice and Commitment. Students, their parents, and the faculty of each KIPP school choose to participate in the program. No student is required to attend KIPP Elementary School #5 nor is any employee required to work at the school. After gaining a thorough understanding of the expectations and goals of the school, KIPP Elementary School #5 parents, students, and staff will sign a Commitment to Excellence form in which the responsibilities, requirements, and expectations of each stakeholder are detailed. It is essential that all students, parents, and staff understand why the extra time and the rigorous program are essential for student success. Please see **Appendix C** for a sample of the Commitment to Excellence form.

More Time. KIPP schools know there are no shortcuts when it comes to helping educationally underserved students succeed academically. A supplemented school day and summer school mean more time for students at

KIPP Elementary School #5 to acquire the academic knowledge and skills as well as the broad extracurricular experiences that prepare them for competitive middle schools, high schools, and colleges. The longer school day at KIPP Elementary School #5 allows time to teach subjects such as science, social studies, art, music and physical education in addition to focusing on English language arts and math. All core classes are taught between 8:00 and 3:00. Supplementary instruction after 3:00 allows for a variety of enrichment and recreational activities not offered during the regular school day, such as sports or drama. Since students learn at different developmental levels, the supplemental time also allows staff to offer intervention for those students that need support and to accelerate those students that are advancing at a faster pace. Additionally, summer school sessions are offered to reinforce school values, character traits and further prepare students for success. While the official school day, 8:00 to 3:00, will meet or exceed the required instructional minutes, KIPP Elementary School #5 will offer a supplemented day extending up to three hours after the regular school day ends in order to better prepare students through additional classes as well as where needed instruction and interventions.

Power to Lead. The School Leaders of KIPP schools are effective academic and organizational leaders who understand that great schools require great School Leaders. They have control over their school budgets and personnel. They are free to move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn. With the power to lead, the School Leader will be able to make decisions based solely upon what is best for KIPP Elementary School #5 students.

Focus on Results. KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best middle schools, high schools, and colleges. KIPP Elementary School #5 students will take start-of-year assessments to determine their current performance levels. At the beginning of the year, all students, teachers, classes, and grade level teams will set goals for the year. KIPP Elementary School #5 will consistently monitor all students' mastery of the California content standards and Common Core standards through informal assessments such as observations, and more formally through weekly standards assessments. Systems of accountability will be in place that will monitor progress such as weekly AYP Reports and quarterly benchmarks. Data will be analyzed and will inform and drive instruction. End-of-year assessments, including state-mandated assessments, will be administered to monitor annual growth. Results of end-of-year assessments will be analyzed in depth each summer to make improvements for the upcoming year. Data such as number of discipline situations and improvement in minimizing such situations will be monitored by teachers and administrators, as will individual student growth in embodying and exemplifying the school's values.

Student Population

KIPP Elementary School #5 will create a supportive, rigorous and personalized learning environment with a focus on college-readiness for approximately 550 kindergarten through fourth grade students.

KIPP Elementary School #5 projected student enrollment:

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	110	110	110	110	110
First Grade	110	110	110	110	110
Second Grade		108	108	108	108
Third Grade			105	105	105
Fourth Grade				100	100
Total Enrollment	220	328	433	533	533

As a public school, KIPP Elementary School #5 will be tuition-free and will admit any elementary school-age student regardless of ethnic, socioeconomic, or religious background. KIPP Elementary School #5 will work in tandem with parents, community members, and the Los Angeles Unified School District to realize the mission of the school. Although the elementary school will be open to any student, KIPP Elementary School #5 will target students in communities of Los Angeles with traditionally high free and reduced lunch rates and a high percentage of students from ethnic backgrounds historically underrepresented in higher education.

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

Demographic Information for Prospective Site

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

Below is a chart identifying the demographic information in the prospective sites and targeted student population:

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE IN EAST LOS ANGELES²

LAUSD	# of Students	Multi-Track School?	PI Status?	Schoolwide Growth Target?	Subgroup Growth Target?	API	API State Ranking	Similar Schools	% Students Eligible for SpEd	% FRL	% of ELL EL Students	% Major Ethnicity	% Major Ethnicity
Brooklyn Ave. EL	583	No	Yes	Yes	Yes	815	6	10	1	9%	31%	Hispanic/Latino 100%	
Hamasaki EL	482	No	Yes	Yes	Yes	795	3	8	100%	28%	35%	Hispanic/Latino 98%	Asian 1%
Humphreys EL	856	No	Yes	No	No	762	3	5	100%	7%	51%	Hispanic/Latino 100%	
4 th St. EL	976	No	Yes	Yes	Yes	811	5	6	100%	7%	30%	Hispanic/Latino 100%	
CHARTER SCHOOLS	# of Students	Multi-Track School?	PI Status?	Schoolwide Growth Target?	Subgroup Growth Target?	API	API State Ranking	Similar Schools	% Students Eligible for SpEd	% FRL	% of ELL EL Students	% Major Ethnicity	% Major Ethnicity
KIPP Raíces Academy	306	No	No	Yes	Yes	961	10	10	91%	7%	65%	Hispanic/Latino 99%	African American 1%

²API and academic data is from California Department of Education DataQuest and is current as of January 2013; demographic data is from the LAUSD School Accountability Report Cards from the 2010-2011 school year

Typical Day

Genesis is a kindergartener at KIPP Elementary School #5. She is the student leader for the all school assembly that takes place every morning. She skips her way to school excited to lead her peers in the kindergarten college cheer. On her way to school Genesis tells her mom that she is ready for school today, because she did all of her homework.

Genesis and her mom walk up to the front gate, where the School Leader is standing waiting to greet each of the students with a handshake. Genesis then goes to breakfast where whole grain cereal is waiting for her. She eats her cereal while talking with her friends about how excited they are for Music class that afternoon.

At 7:50 Genesis is at Round Up, where all of the students are together for a community meeting to start the day off with ZEST! As a student leader, Genesis stands in front of all the students, along with a few other student leaders who are all there to lead the school through the Pledge of Allegiance, motivational chants, as well as the school's values. The School Leader then greets the entire school and shares any important announcements.

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

After choice reading time and homework check, the class comes to the carpet for Morning Meeting. The teacher brings them over to the carpet, and the transition is seamless because it done to a song that they have heard many times before. The class sings songs to identify the months of the year, days of the week, numbers, and rhyming words in the song of the month. The students then read the Morning Message, where they count the words, correct misspelled sight words, and answer the word problem of the day.

After Morning Meeting, the students get ready for math. In Math Workshop, the students go to standards-aligned centers while the teacher works with small groups to ensure that students receive math instruction that is targeted at their level. Centers vary from week to week, but Genesis's favorite, the computers center, is a part of her math class almost every day. Genesis and her math group are the first to work at the horseshoe table with their teacher today. The teacher gives a mini-lesson on the day's math objective, comparing different number quantities with the help of manipulatives. When the bell rings, Genesis and her group transition onto the computers lining one wall of the classroom. She puts on her headphones and logs into an online program where she plays math games

that are targeted at her level. After computers, she and her group switch to independent math centers where they have another opportunity to practice the skills their teacher taught them when they worked with her earlier in the math block.

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

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

After Readers’ Workshop, Genesis has play time and lunch. She enjoys organic cheese tamale and then jumps rope with her friends at the jump rope station.

After lunch, Genesis returns to her classroom where soft music is playing and comfortable mats are set up for naptime. She goes directly to her mat and lies down, understanding that she needs to rest to find the zest she needs for the remainder of the day.

Immediately following naptime, the students have ELA Workshop, where they go to standards-aligned ELA centers. During this time, students will practice a variety of ELA skills at different centers. These centers switch every two weeks and align with the assessments Genesis takes weekly to help her master the Common Core standards. Each child goes to his or her center for that day, after completing a Must Do. During ELA Workshop, the teacher is

working with groups of students are at the back table to focus on any standards with which the students need support. Today Genesis is at the back table working on identifying ending sounds. Today she mastered the skill with the help of a puppet. Soon after celebrating her growth, a song Genesis knows as the “clean up song” plays, and she begins to help her friends clean up.

As soon as the classroom looks organized and better than it was before Workshop, Genesis’s music teacher comes into the classroom, ringing bells in a familiar rhythm. The music teacher is helping the class prepare for the presentation they have coming up in a couple of weeks. The students are going to practice singing songs in both Spanish and English, while also taking breaks from the singing to play the same songs on their recorders.

After Music, Genesis is feeling perfectly inspired for Writers’ Workshop. Today she is writing a research paper on penguins, the animal she is most passionate about at the moment. Today’s lesson is all about how to take the information gathered from the research the students have done on their computers and in their textbooks and make it their own. Genesis is the author, so she is going to decide what she wants to share with her audience, and she needs to do it in her own words. Genesis is excited to work for fifteen minutes independently and then compare her findings with her partner for five minutes during the collaborative work time at the end of the lesson because her partner is also writing about penguins.

After Writers’ Workshop Genesis goes to PE. Today, Genesis and her peers are going to learn how to engage all the muscles in their bodies through dance. The students will measure their heart rate, after adding to their step routine that they have been working on for the past month.

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

After Science, it is the end of the day. It is time for classroom helpers to do their jobs, like wipe the tables, sharpen pencils, organize the library, water the plants, and the other jobs that will make sure the classroom is cleaner than they found it. Once all of the students are packed up and their jobs are done, they all come together in a circle at

the carpet. They are getting ready to share highlights from the day, as well as share kudos for their classmates. Genesis did have a great day of school, and she is one step closer to college. She is inspired and excited to see what tomorrow's school day will bring.

Becoming a 21st Century Educated Person

Implementing the highest-quality instructional program is paramount to KIPP's track record of success. At KIPP Elementary School #5, high-quality instruction is state and Common Core standards-based, with an emphasis on character and academic skills, and is explicitly tied to the school's mission of preparing students in Los Angeles for success in college and in life.

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement.³ While the quality of instruction cannot be emphasized enough, it is also important that schools focus on teaching the appropriate types of skills that will adequately prepare students for the challenges that await them. Tony Wagner, a researcher from Harvard University has done just that. Through interviews with senior executives and college admissions counselors, he determined what the seven survival skills are for workforce readiness. Therefore, to truly prepare our students to become 21st century educated persons, we must focus on these seven skills. They are:

1. Critical Thinking and Problem Solving
2. Collaboration across Networks and Leading by Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination⁴

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

³ Robert Marzano, *Educational Leadership*, September 2003.

⁴ Tony Wagner, *The Global Achievement Gap*, Basic Books: New York, 2008.

How Learning Best Occurs

Implementing a high-quality instructional program is paramount to KIPP's track record of success. High quality instruction is a result of proper planning and varied instructional techniques and methods that are relevant to students. There are five components to KIPP Elementary School #5's approach to high quality instruction:

1. **Quality Instruction is Standards-Based.** KIPP Elementary School #5 has correlated its curriculum objectives to the Common Core standards. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they will encounter in middle school and high school honors and advanced placement programs.
2. **Quality Instruction is Data-Driven.** All instructional decisions at KIPP Elementary School #5 are anchored in student data. Teachers begin by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers identify formal and informal ways to collect data about student understanding; teachers use this data to adjust scaffolds, pacing and student grouping. Teachers analyze student data during grade-level meetings and professional development to inform practice. The School Leader uses student data to drive observations, feedback and teacher development.
3. **Quality Instruction is Differentiated.** Students process material in a variety of ways. Thus, teachers at KIPP Elementary School #5 continuously work together to enhance student learning by sharing, developing, and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students whose needs have not been met through traditional teaching methods benefit from supplemental, direct instruction, small group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques.
4. **Quality Instruction is Culturally Relevant and Responsive to Students.** KIPP Elementary School #5 combines the Common Core standards with the pedagogies that have proven successful in established KIPP schools. While it is important that teachers ensure students are mastering content standards, it is vital for teachers to create a learning environment as well as provide students with opportunities to learn skills and content in meaningful ways, KIPP Elementary School #5 defines culture as a necessary dimension towards academic achievement. Therefore, it is incumbent upon the staff KIPP Elementary School #5 to truly understand the cultural values, beliefs, customs, and ideas of the students that attend their school. By doing so, teachers can make informed decisions about how to help students connect

what they are learning to what they already know by, for example, selecting texts for Read Alouds that feature characters who come from similar backgrounds as their students. Culturally relevant pedagogy also seeks to build a positive self-concept within students by valuing a student's background; at KIPP Elementary School #5, a culturally responsive curriculum will also ensure that students have a sense of pride in their background and their community and understand how realizing their goals and dreams will positively impact and support the community they live in.

5. **Quality Instruction is Innovative.** KIPP Elementary School #5 embraces innovation as essential for ensuring the high-caliber 21st century education promised to every KIPP student and family. Innovation permeates teaching, learning, thinking, and planning throughout the school. The school will create opportunities and experiences for students to collaborate with one another using a variety of tools and methods for collaboration, such as tablets, Google docs, and online learning content. Teachers will identify opportunities to leverage technology to differentiate instruction and to create assessment and feedback loops that instantly provide precise data to staff and feedback to students. Innovation will allow learning to extend beyond the classroom, allowing students to become a part of the global community, understanding the world around them and interacting meaningfully with other global citizens. KIPP Elementary School #5 will ensure that students have the knowledge and skills to practice and implement the principles of responsible digital citizenship.

Instructional Program

KIPP Elementary School #5 offers a rigorous California Common Core standards-based instructional program that will build the foundation to ensure students' success in the future, by enabling and empowering them to become self-motivated, competent, life-long learners. The school's program nurtures well-rounded critical thinkers who love learning, while preparing them to master the Common Core Standards through engaging in authentic work. Beyond the focus of students performing at or above grade-level in English Language Arts and mathematics, KIPP Elementary School #5 students will be artists, scientists, authors, athletes, and agents of change who develop projects to impact the local and global community.

The true curriculum of KIPP Elementary School #5 is the Common Core Standards and mastery of these standards will be the primary focus of the school's instructional program. All teachers will be expected to use the selected curriculum as a base and lift the material off of the page into standards-based lesson plans, adapted from the Madeline Hunter Method, to include the following components:

- Target Students
- Hook/Motivation
- Learning Objective
- Language Objective

- Vocabulary
- Instruction
- Guided Practice
- Check(s) for Understanding
- Independent Practice
- Evaluation/Closure

Please see **Appendix D** for a sample lesson plan template.

When planning, KIPP Elementary School #5 teachers will think of how their instruction will meet the individual needs of students. They will plan incorporating the different learning modalities and multiple intelligences informed by the work of Howard Gardner, psychologist and author of Multiple Intelligences, and social and emotional intelligence based on the work of Daniel Goleman, psychologist and author of Emotional Intelligence. Further, the teachers will use a mixture of groupings during their instruction. At times they will utilize whole class instruction, while others they will use collaborative learning groups, depending on the needs of the students. Small group instruction will especially be prioritized in the core subjects of English language arts and mathematics.

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

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

Transition to Common Core

KIPP Elementary School #5 will individually, successfully, and fully implement the California Common Core standards. KIPP Elementary School #5 recognizes the delicate balance between the present California State Standards and accountability measures and the implementation of the newly adopted Common Core Standards and the positive impact and potential challenges it will have on our school. The school is creating a long-term plan and timeline for incorporation of Common Core over time, including

- implementing Common Core standards to drive instruction;
- incorporating performance tasks to assess Common Core standards in summative assessments;
- criteria for success at each stage of timeline;
- teacher/instructional support needs identified and resources matched; and

- technology readiness plan with support from KIPP LA’s technology team.

Selected Instructional Programs

The KIPP pillar Power to Lead means that KIPP school leaders are allowed to independently make curriculum decisions for the best interest of their students; therefore, KIPP Elementary School #5 retains the right to select appropriate research-based curricula that may include, but are not limited to, the following instructional programs:

English Language Arts	Open Court, Words Their Way, TC Readers Workshop Curricular Calendar, Lucy Calkins Writers Workshop, Achieve3000, Accelerated Reader
Math	Singapore Math, Cognitively Guided Instruction (partnership with UCLA Lab School), Kathy Richardson, Calendar Math, Dreambox, STMath
Science	Delta
Social Studies	Taught through Read Alouds and teacher-created units

Each of these instructional programs was selected due to its comprehensive nature and aligned to the California State Standards and eventually to the California Common Core Standards. Each program includes teaching approaches to differentiate instruction to meet the needs of English Learners and students with special needs, and to challenge identified Gifted and Talented students. Each program has been created by reputable publishers with a record of successful implementation with the student population KIPP Elementary School #5 will serve.

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

In addition to the materials listed above, KIPP Elementary School #5 plans to incorporate standards-based online learning programs to supplement instruction in core subjects. Through rigorous and engaging online content such as (but not limited to) Dreambox Learning or Achieve3000, students will be able to access individualized instruction at their level to practice what they’ve learned in class and strengthen their 21st century computer literacy skills through sustained daily usage of computer hardware and software. While specific online curricula have yet to be chosen, when selecting online learning content, the School Leader will consider the level of academic rigor, the likelihood that content will engage students, and each program’s alignment to the Common Core standards.

KIPP Elementary School #5 teachers will follow the basic guidelines of the instructional programs' scope and sequencing, but will supplement and reorganize the curriculum as needed to align with the state and Common Core standards and to meet the needs of their students based upon assessment information. While the units of study provide a structure, the aforementioned standards will guide the decision-making and instruction. For example, the teachers may elect to introduce a standard earlier in the year than it is introduced in a particular textbook or curriculum, in order to ensure the students have more time to master the standard. KIPP Elementary School #5 will further enhance the programs by aligning and supplementing the curriculum based on assessment data and innovative strategies, such as an accelerated curriculum in the kindergarten level.

Scope and Sequence

Please see **Appendix E** for each of the units in the areas of English-Language Arts, Mathematics, Science, and Social Studies. The tables identify the scope and sequence of the skills to be taught across the grade levels and the different subjects the school plans to teach. Once KIPP Elementary School #5 teachers have been hired, they will be required to submit daily objectives aligned with the scope and sequence for the school year.

Supplemental Materials

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

- Bellworks
- Daily Oral Language
- Text Talk
- Spectrum Reading
- Reading Mastery
- Foundations
- Essentials of Reading
- Vocabulary Workshop
- Standards Plus

Core Areas of Instruction

English-Language Arts

Literacy is the focal point of all instruction at KIPP Elementary School #5, as the school acknowledges its fundamental importance in every academic discipline and life. To promote literacy, the English-Language Arts program provides a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. Students benefit from instructional time dedicated to phonics, reading comprehension, and writing. Open Court, the primary instructional program selected for use in grades kindergarten through fourth grade, will be supplemented with a variety of novels, story books and other selections that will enhance the program.

In order to address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, KIPP Elementary School #5 will use the following approaches to English-Language Arts instruction. The components of the program are:

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

In addition to the instructional strategies listed above, students will also engage in student-centric, adaptive online technology administered by a variety of software program providers. Students will receive differentiated supplementary instruction in reading matched to their learning needs and responsive to how they perform within the program. If students do well, the program speeds students through as fast as they can learn; if a student is struggling, the program cycles back to re-teach lessons and generates reports for teachers to use to provide

further intervention. The incorporation of online learning into KIPP Elementary School #5's instructional program will ensure that students receive highly targeted instruction at their level and will provide valuable data that teachers can use to inform their instruction.

Writing

Writing effectively is an essential skill all students must have to realize the school's mission. During Writing, teachers will use various approaches to develop students' writing skills. Approaches will include:

- *Shared Writing:* As a whole group, students will write common texts in order to practice and model types of writing, elements of style, and grammar. This is also a good time for teachers to model and reinforce the writing process.
- *Guided Writing:* Students will work with the teacher collaboratively to create a piece in order to develop and enhance their writing skills.
- *Independent Writing:* Students will spend time daily writing in journals, writing about a particular topic or developing a writing piece for a particular purpose. There will also be an emphasis on self-reflection and self-correction of writing pieces.

In addition to Open Court, KIPP Elementary School #5 will supplement the writing curriculum organized around the Lucy Calkins Writers Workshop model. This model focuses on the goal of creating lifelong writers. Lucy Calkins' workshop model is based upon the following principles: students will write about their own lives, they will use a consistent writing process, they will work in authentic ways, and the model will foster independence. In Writing Workshop, each grade level has specific units of study tailored to meet developmental and curricular needs.

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

Mathematics

The math curriculum at KIPP Elementary School #5 is designed to ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at high levels in the real world. KIPP believes that these strands are taught best through a

combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students. With a target population of students from both economically and educationally underserved backgrounds, KIPP Elementary School #5 will implement a program to ensure a solid math foundation is developed for each child and work to take students to an even higher level of mathematical knowledge and skills to put them on the path to and through college.

Math is a focal point of instruction at KIPP Elementary School #5 as the school acknowledges its fundamental importance in academics and life. Students will benefit from the daily classroom instruction in math in addition to morning meetings, and workshop time in which stations will be created based on the state and Common Core standards. Some days these workshops will be homogeneously grouped to target the specific areas of growth, while others they will be heterogeneously grouped. Homogenous grouping will be fluid and will be used as an intervention strategy for those students needing support. The program draws from a variety of resources, including textbooks, critical thinking activities, and math manipulatives. In each grade level students will learn the fundamentals of each math strand which include number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability, and mathematical reasoning.

KIPP Elementary School #5 will use the Singapore Math program for math instruction in grades kindergarten through fourth grade. This curriculum will be used as a tool in ensuring mastery of math standards. The teaching staff will use this resource as a base and from this tool build standards based eight step lesson plans. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed. Students will also engage in Cognitively Guided Instruction, a partnership with UCLA Lab School, as well as elements of Kathy Richardson's math activities.

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

Students will also engage in student-centric, adaptive online technology administered by a variety of software program providers. Students will receive differentiated supplementary instruction in mathematics matched to their learning needs and responsive to how they perform within the program. If students do well, the program speeds students through as fast as they can learn; if a student is struggling, the program cycles back to re-teach lessons and generates reports for teachers to use to provide further intervention. The incorporation of online learning into KIPP Elementary School #5's instructional program will ensure that students receive highly targeted instruction at their level and will provide valuable data that teachers can use to inform their instruction.

Math skills will be utilized and reinforced in various content areas at KIPP Elementary School #5. For example, math skills will be reinforced in Science when students measure temperature. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited solely to Math class.

Science

Establishing a strong foundation in Science will enable students to critically observe the world, develop their intuition, as well as their observation, thinking and analytical skills. KIPP Elementary School #5 will use the Delta Science program or a similar standards-aligned program in grades kindergarten through fourth grade as a tool in ensuring mastery of the Common Core Standards in Science. The teaching staff will use this resource as a base and from this tool build standards based eight step lesson plans. Based on assessment data, the teaching staff may elect to modify the pacing or supplement the curriculum as needed.

Science instruction will utilize a textbook based approach in combination with exploration through conducting experiments, and watching video clips that bring certain topics to life for the students. Students will have the opportunity to conduct research to deepen their knowledge base on a particular topic.

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

Social Studies

In order to become global citizens and agents of change who will positively impact the community, developing a strong sense of history and social, economic, and political trends over time is essential. KIPP Elementary School #5 will use teacher-created units and read alouds as tools in ensuring mastery of the Content and Common Core Standards in Social Studies. The teaching staff will build standards based eight-step lesson plans based on their long-term plans for Social Studies.

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

During their time at KIPP Elementary School #5, the students will develop their historical and social sciences analysis skills through developing the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, and point of view, and historical interpretation.

The Social Studies curriculum will be organized around the following topics in each grade level:

Kindergarten	Learning and Working Now and Long Ago
First Grade	A Child's Place in Time and Space
Second Grade	People Who Make Difference
Third Grade	Continuity and Change
Fourth Grade	California: A Changing State

Non-Core Areas of Instruction

KIPP Elementary School #5 believes strongly in educating the whole child. By the time the school is at full enrollment in year four, it plans to offer a mix of the following courses: arts, music, and physical education.

Arts and Music

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

Physical Education

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

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

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

- Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Instructional Day

Each minute of instructional time will be maximized at KIPP Elementary School #5. The daily schedule is designed to develop well-rounded students with strong skills in a wide variety of content areas. The supplemented schedule is created to ensure students have a significant amount of time allocated to English-Language Arts with separate times allocated to phonics and vocabulary, reading, and writing. ELA will also be targeted at times during workshop time, which is created to form small groups to meet the needs of the students and provide necessary intervention and support. Students have multiple times to develop their math skills through the morning math meeting, the math block, as well as workshop which at times will be dedicated to math standards. Students will also engage in focused blocks of Social Studies and Science which will alternate. The schedule is also designed to allocate time to art, music, and physical education, which KIPP Elementary School #5 believes are essential to build upon students’ natural talents. In addition, time for explicit instruction of the school’s values will be scheduled at least once a week at an extended school-wide morning assembly to meaningfully target students’ character development. Kindergarten will also include a rest time.

Below is a sample daily schedule for Kindergarten and a sample full week’s schedule for first grade. A sample full week’s schedule can also be found in **Appendix F**.

Sample Daily Schedule for Kindergarten

7:30am-7:50am	Breakfast
7:50am-8:00am	Morning Round-up
8:00am-8:45am	Phonics/Vocabulary
8:45-9:40	ELA Workshop
9:40-10:10	Science
10:10-11:00	Readers Workshop
11:00-11:45	Lunch/Recess
11:45-12:30	Math Direct Instruction
12:30-1:15	Math Workshop
1:15-1:45	Nap
1:45-2:30	Writers Workshop
2:30-3:00	Elective
3:00-4:30	Supplementary Activities

Sample Weekly Schedule for First Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:50-8:00	Morning Round Up	Morning Round Up	Morning Round Up	Morning Round Up	Morning Round Up
8:00-8:45	Phonics/Vocabulary	Phonics/Vocabulary	Phonics/Vocabulary	Phonics/Vocabulary	Assessment
8:45-9:40	ELA Workshop	ELA Workshop	ELA Workshop	ELA Workshop	Assessment
9:40-10:10	Science	Science	Science	Research	Research
10:10-11:00	Readers' Workshop	Readers' Workshop	Readers' Workshop	Readers' Workshop	Readers' Workshop
11:00-11:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
11:45-12:30	Math Direct Instruction	Math Direct Instruction	Math Direct Instruction	Math Direct Instruction	Math Direct Instruction
12:30-1:15	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
1:15-2:00	Writers' Workshop and Closing	Writers' Workshop	Writers' Workshop	Writers' Workshop	Writers' Workshop
2:00-3:00	Early Dismissal for Staff Professional Development	PE	Art	PE	Music
3:00-4:30		Supplementary Activities	Supplementary Activities	Supplementary Activities	Supplementary Activities

KIPP Elementary School #5 assures that it will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 of 36,000 minutes per fiscal year for students in kindergarten, 50,400 minutes per year for students in grades 1-3, and 54,000 minutes per year for students in grades 4-8.

KIPP Elementary School #5 may elect to organize the instructional day with particular teachers focusing on a particular subject. For example, in fourth grade, the students may have one teacher who will teach the students English-Language Arts and Social Studies and another teacher who will teach Math and Science.

Academic Calendar

Each year, KIPP Elementary School #5 will organize its calendar to coincide with LAUSD's draft of the Single Track instructional Calendar with adjustments to assist families with siblings or other relatives in other LAUSD schools. KIPP Elementary School #5 will offer a supplemented school year with summer school offered each year. Please see **Appendix G** for a tentative 2013-14 calendar for KIPP Elementary School #5.

All students in grades K-4 will receive:

Instruction for at least 62,375 minutes per year⁵

- 31 Early Dismissal/Professional Development Days from 8:00AM – 2:00PM totaling 315 instructional minutes/day
- 12 Parent Teacher Conference Days from 8:00-1:00PM totaling 255 minutes/day
- 132 Regular School Days from 8:00AM – 3:00 PM totaling 375 instructional minutes/day

Supplemental Instruction for at least 19,680 minutes per year

- 10 Summer School days from approximately 8:00AM - 1:00 PM totaling 255 supplemental instructional minutes/day
- 132 School Days with supplemental instruction offered from at least 3:00PM-4:30PM totaling a minimum of 90 minutes/day
- 175 School Days with 7:30-8:00AM supplemental instruction totaling 30 minutes/day

English Learners

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

Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Elementary School #5 will implement a comprehensive structured immersion program, in every mainstream classroom, for its EL students. It is the goal of KIPP Elementary School #5 that all of its students will leave the school proficient in the English language, properly re-designated, and with pride and support for their home language.

Teachers at KIPP Elementary School #5 will use the English Language Development standards set forth by the California Department of Education to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English; however, there may be times when primary language support will be

⁵ Projected instructional minutes calculated here are based on the tentative 175-day calendar found in Appendix G. KIPP LA Schools reserves the right to extend the school year to 180 instructional days. KIPP Elementary School #5 will submit a finalized Calendar of Reports to the District prior to the school's opening in August 2013.

provided to students when possible. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum as well as providing structured, explicit language instruction. Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of students. When using SDAIE strategies, teachers will write lesson plans with an emphasis on ensuring that content is grade level appropriate and within the students' zone of proximal development. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction. Teachers will use the California English Language Development standards along with a forms and functions matrix, and an adapted model of Susana Dutro's framework for a focused approach on language development to design lessons that build academic language- both vocabulary and structure, provide fluency or language practice, and encourage students towards appropriately rigorous language outputs.

In addition to the structured English immersion modifications teachers make in their mainstream classes within KIPP Elementary School #5's extended day schedule, there will be ample time that can be used for additional intensive English language instruction during small group and workshop time. The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Examples of instructional models that may be employed with EL students at KIPP Elementary School #5 are:

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

Beyond using the CELDT to monitor students English Language development, KIPP Elementary School #5 staff will use the English Language Content Standards to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information will particularly guide the teachers in differentiating instruction, such as the level of questioning for English Learners who are not progressing through the English language development levels. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used to support these students in gaining higher levels of English proficiency:

- Workshop focused on English Language development skills such as vocabulary development, oral language skills, comprehension skills
- Small group work to lower the affective filter and target specific areas of growth
- Using Instructional Assistants to target specific needs
- Increasing collaborative time to increase the amount of interaction spoken in English
- Pre-teaching content vocabulary and frontloading concepts
- Echo reading and choral reading
- Focusing on the development of Cognitive Academic Language Proficiency (CALP) beyond Basic Interpersonal Communicative Skills (BICS)
- Offering at-home development support, such as providing packets, games, CDs, and other tools aligned with students' English levels to take home for additional language practice
- Tutoring
- Using technology for literacy support that has proven successful with English Learners

Beyond the workshop time, the small group morning time will be used to assist students in increasing their proficiency in English language skills. In addition, differentiated instruction based on students' needs will be implemented throughout the school day.

To support the English language development of its English Learners, KIPP Elementary School #5 hires faculty who have received CLAD (Cross-Cultural Language Acquisition Design) or BCLAD (Bilingual Cross-cultural Language and Academic Development training and/or hold Bilingual Authorizations.

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), KIPP LA shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

I. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810 of the Education Code:

- The student must demonstrate English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher.

II. Comparison of the student's performance in basic skills against an empirically established range of the performance of English proficient students of the same age in basic skills, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. Basic skills criteria includes:

- A student's score on the CST for English Language Arts is basic or higher in English Language Arts. For students in Elementary grades, this score must be obtained two years in a row. This score suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification.
- Students with scores above the cut point on the CST selected by the school district should be considered for reclassification.
- For students scoring below the cut point, KIPP Elementary School #5 in accordance with criteria set by the school district should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CST for English Language Arts and whether it is reasonable to reclassify the student.

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

- KIPP Elementary School #5 teachers will use student academic performance in core subject areas to inform the reclassification process.
- KIPP Elementary School #5 teachers understand and note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

IV. Parental opinion and consultation:

- KIPP Elementary School #5 will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- KIPP Elementary School #5 will provide an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.

KIPP Elementary School #5 will notify parents and guardians of reclassification, update the school and school district records, as well as monitor the student's progress for two years.

Socioeconomically Disadvantaged Students

KIPP LA Schools seeks to serve a population comprised in most part of students who are socioeconomically disadvantaged. To put students on the path to and through college, the mission, vision, and instructional programs

of KIPP LA's schools are designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. In the 2012-2013 school year, 89% of KIPP LA students qualified for free or reduced lunch. KIPP Elementary School #5 will seek to serve a similar population, and the school's program will be based upon the successful practices already in practice at KIPP LA's existing schools. At its core, KIPP Elementary School #5 believes in high expectations for each of its students regardless of background.

KIPP Elementary School #5 has designed its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

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

- Meals provided for students

Gifted and Talented Students

As all students are challenged to reach their intellectual potential within the instructional program, KIPP Elementary School #5 will not offer a formal, separate gifted and talented program. Throughout the day, the staff may differentiate instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil's capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students. Examples of instructional models that may be employed with gifted and talented students at KIPP Elementary School #5 are:

- Project-based learning
- Discovery learning
- Computer activities, including online games, research, and targeted instruction through online content
- Utilizing higher levels of questioning and thinking skills
- Ensuring there is a wide variety of materials at different skill levels that engage a wide variety of interests
- Individual or group inquiry projects
- Field trips to broaden experience base
- Ensuring that the curriculum is sufficiently challenging

By using assessment information to monitor students' progress, teachers will be able to make the necessary modifications and adjustments to best support students. Teachers will utilize workshop time, as well as differentiated choices for gifted and talented students throughout the day to support them in continual growth. All students at KIPP Elementary School #5 will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students' learning profiles and specific talents. In order to ensure that the needs of all students are being met, the staff will utilize the Student Success Team (SST) process for students who have been identified as consistently achieving well above the norms (as measured by formative, summative, and standardized testing) just as they would use the process for identifying students who struggle. [Refer to following section for more details on the composition of the SST.)

Students Achieving Below Grade Level

Students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments will receive individual and small group instruction to target their individual needs. During

whole class instruction, the teacher may differentiate instruction based upon students' needs, interests, readiness, and learning profile. In addition, other types of instructional support that KIPP Elementary School #5 may utilize to support students achieving below grade level include:

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

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

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

expected outcomes and the responsible personnel, the SST will also schedule timely follow-up meetings to review and discuss the student's response to the interventions. Based on the progress a student makes, the level of intervention can be adjusted in order to meet each student's needs.

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

***Special Education Program**

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, KIPP Elementary School #5 will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and KIPP Elementary School #5 regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area

SELPA Reorganization

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

education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

***Modified Consent Decree Requirements**

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

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

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

English Learner Instruction

KIPP Elementary School #5 is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2)

adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), KIPP Elementary School #5 shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan *or* implement the Charter School's own English Learner Instructional/Master Plan. If KIPP Elementary School #5 chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

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

KIPP Elementary School #5 shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

KIPP Elementary School #5 shall administer the CELDT annually. KIPP Elementary School #5 shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Specific, Measurable, and Realistic Student Achievement Targets

The targets outlined below are consistent with KIPP Elementary School #5's commitment to ensuring that all students have the knowledge and skills to be successful in middle school, high school, college, and the competitive world beyond. KIPP Elementary School #5 will strive to have its students meet NCLB's ambitious standards, as reported in achievement measures consistent with the California Standards Test and other statewide assessments tools. Assessments will measure the extent to which all students demonstrate that they have attained skills, knowledge and attitudes as specified in the goals. Should the California state goals and targets be adjusted, KIPP Elementary School #5 will adjust goals and targets to ensure alignment. Each year, KIPP Elementary School #5 will use data from standardized tests to ensure accountability for the teachers, the grade levels, the administration, and the staff overall, as well as to provide the administration, teachers and parents with additional data to evaluate the effectiveness of the school's program.

Target One: At least 75% of all KIPP Elementary School #5 students will meet state-established proficiency levels for English Language Arts and Mathematics on the Common Core assessment and norm-referenced tests.

For 2013-14, No Child Left Behind's Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) are for 100% of all students to score Proficient or Advanced in ELA and mathematics on the CST. Since California has not received a federal waiver from this requirement, KIPP Elementary School #5 will strive to achieve this level of proficiency, working to maintain all students' scores at Proficient or Advanced in ELA. KIPP Elementary School #5 will seek to build students' mastery every year, move students to higher performance band levels, and increase the percentage of students scoring Proficient or Advanced year by year. In grades three and four, students will take the Common Core assessment, a criterion referenced test; students will be assessed using a norm-referenced test, such as the MAP assessment, in grades K-2.

School Year	AYP Target
2013-2014	n/a (K-1 only)
2014-2015	n/a (K-2 only)
2015-2016	100% Proficient or Advanced ⁶

⁶ If KIPP Elementary School #5 opts to open with only kindergarten students in its first operating year, the school will not have AYP targets until 2016-17.

2016-2017	100% Proficient or Advanced
2017-2018	100% Proficient or Advanced

Target Two: KIPP Elementary School #5 will meet or exceed its Annual Performance Index (API) target score.

NCLB requires that each state adopt an “additional” indicator for AYP. Given this, California has chosen the API as an additional indicator of school performance. Below are the KIPP Elementary School #5 API targets:

School Year	API Target
2013-2014	n/a (K-1 only)
2014-2015	n/a (K-2 only)
2015-2016	800 ⁷
2016-2017	850
2017-2018	900

Target Three: 75% of all KIPP Elementary School #5 fourth grade students will score a 6 or higher on the California Writing Standards Test.

75% of KIPP Elementary School #5 students will be able to score a 3 or higher on a 4 point writing rubric in each genre in order to prepare students to have the knowledge and skills to realize the school’s mission.

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

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

⁷ If KIPP Elementary School #5 opts to open with only kindergarten students in its first operating year, the school will not have an API score until 2016-2017.

Target Six: All KIPP Elementary School #5 students will develop and improve their character skills each year by embodying and exemplifying the values of KIPP Elementary School #5 and successfully completing grade-level specific values-based outcomes as measured by rubrics specific to targeted character strength.

Target Seven: At least 75% of KIPP Elementary School #5 second through fourth grade students will score 75% or higher overall on Science standards-based assessments such as quizzes, end-of-unit assessments, quarterly assessments and year-end assessments and/or projects (projects will be measured by rubric-specific criteria and evidence).

Target Eight: At least 75% of KIPP Elementary School #5 second through fourth grade students will score 75% or higher overall on Social Studies standards-based assessments such as quizzes, end-of-unit assessments, quarterly assessments and year-end assessments and/or projects (projects will be measured by rubric-specific criteria and evidence).

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

Target Ten: At least 75% of KIPP Elementary School #5 English Learners (ELs) will become redesignated before exiting fourth grade as measured by CELDT and CST criterion, as well as local District measures.

In addition, each grade-level team will create grade level appropriate goals before the beginning of the school year. For example, the first grade team may set the following goal: 80% of KIPP Elementary School #5 first grade students will be able to read 80 words correctly per minute on a grade-level fluency passage. Other types of grade-level appropriate goals will include comprehension-specific and math fact goals.

ELEMENT 3: METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED

Assessing Student Outcomes

The mission of KIPP Elementary School #5 is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in middle school, high school, college, and life. In order to ensure the realization of this goal, the staff must consistently monitor and measure students' progress and the effectiveness of the school's instructional program. At KIPP Elementary School #5, students will be assessed in several ways. KIPP Elementary School #5 and the KIPP LA Schools Board will monitor the school's progress in meeting student outcomes through the assessments outlined below.

Instructional cycle and assessment

Beginning in kindergarten, KIPP teachers will use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science will follow an adapted version of this cycle. Professional development, grade-level planning and 1:1 check-ins between managers and teachers will support the implementation and execution of each of the instructional cycle's ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery. This framework is meant to provide alignment both across and between grade-levels.

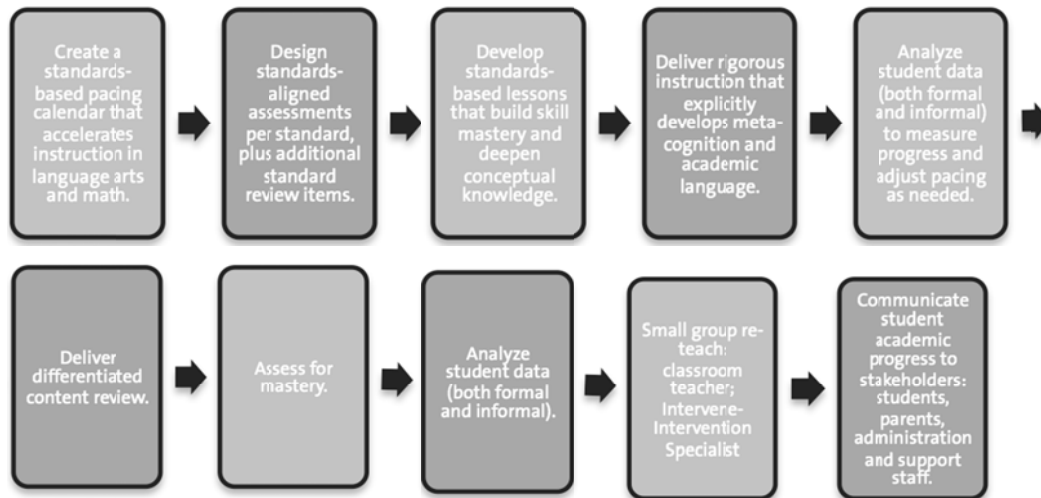


Figure 3.1 shows the ten steps of the KIPP Elementary School #5 instructional cycle. While the first step will be completed in the summer, the following steps in the cycle will be ongoing.

Using the standards-based pacing calendar that will be established in the summer, teachers will create assessments to appropriately measure standard mastery. All assessments will be Common Core-aligned, and teachers will be encouraged to design rigorous, authentic assessments that mirror performance tasks as designed by the SMARTER Balanced Assessment Consortium. Time will be spent developing the capacity of teachers to design meaningful assessments during professional development.

Initial Assessments

At the beginning of each school year, students in every grade level will be given initial assessments to determine their performance levels in all subject areas, particularly in English Language Arts and mathematics. For example, students entering fourth grade will be given teacher created assessments that employ CST release questions to determine individual base line proficiency levels and drive the year's instruction. In writing, all teachers will administer a grade-level appropriate writing task; every year, the school will use the same genre for the beginning-of-the-year writing assessment. Please see **Appendix H** for a sample of a math assessment. Additionally, all students will take the norm-reference NWEA MAP assessment at the beginning of the school year (more information on the MAP assessment can be found below).

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

Interim Assessments

From kindergarten through fourth grade, KIPP Elementary School #5 will administer a weekly interim assessment cycle throughout each school year in every subject area. The standards taught during this interim assessment period will be based on a scope and sequence the teachers create after systematically backwards mapping the state standards as well as reviewing student performance on previous interim assessments. The structure and format of these assessments will mimic the structures found in the Common Core Assessments. Assessments at KIPP Elementary School #5 will consist of structured response items, constructed response items, extended response items, performance tasks, and technology-enhanced tasks. Every six weeks, students will take summative assessments. These summative assessments will be a spiral of every standard learned up until that point in the year, and they will always have a performance task that students will need to work with their peers to complete.

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

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

***Testing**

KIPP Elementary School #5 agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

State Mandated Assessments

KIPP Elementary School #5 will administer state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to Education Code 60602.5.

In addition, students in grades two through four who have been in the United States for less than twelve months and have Spanish indicated on their Home Language Survey may take the Standards-based Tests in Spanish (STS). All students who are English Learners as identified by their Home Language Survey will take the California English Language Development Test (CELDT) each year as required.

MAP

Constant measurement and assessment is a hallmark of all KIPP Schools. In addition to administering the assessments under STAR, KIPP Elementary School #5 will administer the MAP (Measures of Academic Progress) assessment. The KIPP Foundation chose the MAP because it is longitudinal and norm-referenced, allowing the school to compare its student performance with many KIPP schools across the country. This allows teachers to see how students performed on a comparative basis with students across the country that are attending similar schools with similar curriculum and educational programs.

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

school-developed assessments, instructional methods and sequencing, and inform professional development based on areas of weaknesses.

Each year, school-wide MAP data will be disaggregated by gender, race, and socioeconomic status and analyzed, in order to make any needed adjustments to the instructional program. The school expects students in each gender, racial, and socioeconomic group to meet the school's MAP performance goals listed in Element 2. MAP data for individual students is reported to each student's family. As soon as the data is released, it will be carefully examined by the faculty; substantial disparities in improvement across racial or class lines may result in modifications to curriculum, schedule, school staffing, or provision of support services.

Other Assessments

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

Additionally, three times a year students in grades two through four will take KIPP LA Common Assessments in English Language Arts and Mathematics. These assessments are created by the Academic team at KIPP LA's School Support Center with input from teachers and School Leaders at all of KIPP LA's elementary schools. These serve as cumulative assessments of all of the standards taught up to that point in the school year as well as practice for standardized testing that students will take in the spring. Common Assessments help KIPP LA's teachers and leaders to identify trends in student achievement across the region, allowing teachers to share lesson plans and best practices and helping instructional leaders in the region to identify potential areas of professional development for teachers.

Assessment in the Non-Core Subjects

Using the physical education scope and sequence to build a standards-based pacing guide will allow teachers to build a program in which progress can be assessed. Given the number of standards for physical education, teachers will aim to design authentic assessments that pull in various strands of standards, such as observing students participating in athletic activity centers. Again, given the nature of each standard, some standards may

be better assessed through an objective measure, such as a timed activity or a particular physical task, to determine students' knowledge.

To ensure students are mastering the California content standards for visual arts and music as well as growing in their overall knowledge of art and music history, all units will have culminating authentic assessments that will be scored against a rubric. These authentic assessments may take the form of an art piece such as a painting that allows students to synthesize the various skills learned over the course of the unit or students playing different musical notes and patterns on an instrument. Additionally, smaller, more frequent assessments in the form of exit slips, multiple-choice quizzes or open-ended questions will be used to determine student knowledge and skills gained on a daily or weekly basis. Assessments will always be linked to showing mastery of standards, following the scope and sequence as well as the grade-level created standards-based pacing guides. Teachers will leave time for differentiated re-teach in order to ensure all students acquire the necessary skills and knowledge to be proficient in the California content standards for each grade level. These smaller assessments will drive instruction and give both students and teachers feedback on rigor and strength of instruction.

Grading Policy

KIPP Elementary School #5 will administer grades based upon student's mastery of the Content and Common Core Standards. Grades will be reported in quarterly school-created report cards. (Please see **Appendix I** for a KIPP Elementary School #5 report card sample.)

ELEMENT 4: GOVERNANCE

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

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

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

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

Legal Structure

The charter applicant for KIPP Elementary School #5 is KIPP LA Schools, a California non-profit public benefit corporation.⁸ It is the responsibility of KIPP LA Schools to be accountable to the State of California and the Los Angeles Unified School District for the creation and implementation of KIPP Elementary School #5. KIPP LA Schools exists to ensure that all KIPP schools, including KIPP Elementary School #5, adhere to the proven success of the nationally renowned KIPP school model and to this charter. KIPP LA Schools will operate KIPP Elementary School #5.

Governance

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

- To promote the success of KIPP Elementary School #5 and its students through community based support, involvement, and local responsibility; and
- To ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated across the nation.

Below is an organizational chart of the KIPP Elementary School #5 governance structure, including the KIPP LA Schools Board of Directors and the KIPP Elementary School #5 teaching staff.

Any amendments to KIPP LA Schools' bylaws that affect or impact the KIPP Elementary School #5 or school operations must be approved through the District's petition amendment process.

⁸ Please refer to **Section 5-2** for the organizational documents of KIPP LA Schools, including articles of incorporation and bylaws.

Local Board of Directors

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

Governance, policy-making authority, and fiduciary responsibility for KIPP Elementary School #5 will rest with the KIPP LA Schools Board of Directors. The Board of Directors will work closely with its Executive Director and the KIPP Elementary School #5 School Leader to implement KIPP's national education philosophy as set forth in the Five Pillars.

Composition of KIPP LA Schools Board of Directors

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

- Post an agenda at least 72 hours prior to any meeting
- Hold all meetings within the boundaries of the LAUSD
- Set aside time at each meeting for public comment
- Conduct all votes in public, unless a vote is permissibly cast in closed session
- Upon request, provide to members of the public copies of any materials provided to the Board (unless specifically exempted by the Public Records Act. The California Public Records Act provides for certain exemptions; if a request falls under these exemptions, KIPP LA may assert that exemption. For example, Government Code sec. 6254 states that litigation documents may be withheld if the case is active. Additionally, personal information may be withheld if the release would invade privacy. Information that is privileged or confidential is also exempt.)

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

Selection of KIPP LA Schools Board Members

KIPP LA Schools' Executive Director will work closely with the Board of Directors to ensure that board members fully support the school's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

- A dedication to furthering the vision and mission of KIPP LA Schools;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;

- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for KIPP LA Schools.

New members of the Board of Directors or members seeking another term will be chosen through an election process.

Board Recruiting and Selection Process

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

1. Identification of a prospective board member.
2. Board or staff member who knows the prospect will complete a nomination form.
3. The board's Governance Committee will review nomination forms and rank prospective directors based on their qualifications and desire to serve.
4. The Governance Committee will cultivate prospective board members in the following ways:
 - a. Deliver information packet with information concerning the history and future plans of KIPP LA Schools including specific information regarding the board and its role in the governance and support of KIPP Elementary School #5 (e.g. board members roles and responsibilities, meeting schedule, committee structure, etc.)
 - b. Prospective board member visits a KIPP LA school
 - c. Prospective board member meets with Executive Director of KIPP LA Schools
 - d. Prospective board member interviews with Governance Committee Member
 - e. Prospective board member interviews with Board President or Vice President
5. Governance Committee presents formal recommendation to the full board of KIPP LA Schools; Board votes on prospective candidate(s)
6. Board President meets with prospective candidate and extends offer to join KIPP LA Schools board.

Roles and Responsibilities of KIPP LA Schools Board Members

The KIPP LA Schools Board of Directors' primary responsibility is to help set policies and work with the Executive Director guiding KIPP LA Schools. The board is empowered to:

- Ensure that all KIPP LA schools adhere to the requirements of their charters

- Hold the Executive Director accountable for the academic performance and fiscal management of the organization and schools;
- Provide support to KIPP LA Schools for additional fund-raising, marketing and other services as needs arise; and
- Advocate on behalf of KIPP LA Schools by working to establish partnerships with community organizations, institutions of higher learning, foundations and corporate entities that support public education.

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

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

- Finance. The Finance Committee will review and recommend approval of the annual operating budget to the full board, regularly review and monitor financial results, ensure the maintenance of an appropriate capital structure; and oversee the management of financial assets.
- Governance. The Governance Committee will ensure the constant health and effectiveness of the full board and the work it performs for the organization. The committee focuses on board evaluation, composition, recruiting, nominating, training and education.
- Audit. The Audit committee will oversee accounting and financial reporting processes including internal controls, and will retain and oversee the school's annual fiscal audit.
- Student Disciplinary Procedures. The Student Disciplinary Procedures committee will oversee the due process for student suspensions and expulsions.

The KIPP LA Schools Board may also use, from time to time, ad hoc committees as well as task forces to help with specific issues or projects including special events, real estate/facilities, bylaws, etc.

Additionally, the KIPP LA Schools Board will have and exercise the right to regularly inspect and evaluate the operations and performance of KIPP Elementary School #5. This oversight will include a rigorous, multi-day assessment of all educational activities to be conducted by Cambridge Education Associates, Ltd., SchoolWorks, 102 Group or a similarly qualified group. By ensuring that KIPP Elementary School #5's educational programs are closely monitored and maintaining KIPP standards, KIPP LA Schools will combine the two factors that have proven to be the keys to success for KIPP schools nationwide:

- Community based support and local responsibility for the success of KIPP Elementary School #5; and
- Monitoring and inspection to ensure compliance with KIPP's demanding educational standards.

The role of the School Leader of KIPP Elementary School #5 is to implement the KIPP Five Pillars in the operation of the school, and to ensure that the mission, goals, and objectives of the school are being fulfilled. S/he is thus responsible for:

- Hiring, managing, and evaluating all instructional and non-instructional school staff;
- Designing the school's academic program;
- Coordinating student and teacher programming, including curriculum development;
- Managing daily operations and school systems; and
- Cultivating community partnerships.

Overall, the School Leader will be responsible for ensuring that overall curricular policy remains faithful to the school's mission. The School Leader will implement this policy and develop and maintain, with input from teachers, a cohesive kindergarten through fourth grade curriculum. The School Leader will also be responsible for implementation of the California Content Standards and Common Core standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving at expected levels.

Accountability to Parents and School Community

The KIPP LA Schools Board of Directors or its designee(s) will respond to all parent and community concerns. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presents the complaint. The Board, as necessary, shall direct the School Leader or other responsible party to act upon the complaint and report to the Board. The Board of Directors shall render its determinations in writing.

Parental and Community Involvement

Garnering the ongoing support and participation of each student's parents or guardians in the educational process is fundamental to the mission of KIPP Elementary School #5. During the school year, opportunities for continued parental and community participation in the operation of the school will include, but are not limited to, the following:

- Serving on advisory or special task committees involved in school operations;
- Volunteering in any additional capacity of which they are capable. For example, parents may volunteer to assist with field trips, tutoring, fundraisers, and the coordination of special events;
- Attending board meetings to address specific topics best resolved and/or developed with the input and expertise of parents.

In addition, all parents and guardians will be strongly encouraged to attend parent-teacher conferences once a semester. In order to build community among parents and with staff, parents will be invited to school open houses, family workshops, family dinner nights, and other parent information nights.

Grievance Procedure for Parents and Students

KIPP Elementary School #5 will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with KIPP Elementary School #5 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. KIPP Elementary School #5 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

KIPP Elementary School #5 will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX or Section 504.

KIPP Elementary School #5 will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

***LAUSD Charter Policy**

KIPP Elementary School #5 will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

***Responding to Inquiries**

KIPP Elementary School #5 and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. KIPP Elementary School #5 and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

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

***Notifications**

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by KIPP Elementary School #5.

Local Control & Quality Control

In order to ensure the success of schools affiliated with KIPP across the country, the KIPP Foundation has developed a school evaluation process based upon the best practices of existing KIPP schools and the protocol developed and refined through assessments of high performing charter schools nationwide. During the first months of the school's operation in year one, a two-day inspection will be conducted with feedback provided. A formal inspection and evaluation to determine KIPP Elementary School #5's ongoing status is conducted during the school's second year of operation. The purpose of the inspection is to identify strengths and areas for development so that the school may improve the quality of education it provides and raise the educational standards achieved by its students. The inspection provides an independent external view of the school and contributes to the national development of KIPP schools and education reform through the identification and dissemination of best practices.

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

ELEMENT 5: STAFF QUALIFICATIONS

Staffing Plan

KIPP Elementary School #5 will employ four lead classroom teachers per grade level, creating a student: teacher ratio of approximately 27.5:1 in kindergarten and first grade, 27:1 in second grade, 26:1 in third grade, and 25:1 in fourth grade.

Qualifications for School Employees

Staff selection is one of the most crucial aspects of the founding and growth of KIPP Elementary School #5. The goal of the process will be to find driven candidates and hire staff who have developed cultural competency, have strong and positive recommendations from prior employers, have evidence of strong connections with students and their families, and who are team players, flexible, smart, embody and exemplify the values of the school, and are committed to the vision and mission of KIPP Elementary School #5. KIPP Elementary School #5 will seek teaching candidates who have at least two years of successful teaching experience in an under-resourced community, exemplary student achievement results and are qualified to deliver the proposed instructional program.

KIPP Elementary School #5 believes that all persons are entitled to equal employment opportunity. KIPP Elementary School #5 shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Certification

KIPP Elementary School #5 will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other certification equivalent to that which a teacher in other public schools would be required to hold. KIPP Elementary School #5 will employ teaching staff who are highly qualified and fully compliant with No Child Left Behind requirements. These teachers will instruct the core academic classes of mathematics, English-Language Arts, science, and history/social studies. They will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. KIPP Elementary School #5 will maintain a current copy of teacher certificates on file and ready for inspection. The Chief of Employee Solutions and Legal Affairs at KIPP LA's School Support Center will monitor credentials on a regular basis and ensure that the necessary documentation is on file

for all teachers. A credential review will occur annually and on an as needed basis to ensure compliance. S/he will notify the School Leader in a timely manner regarding the status and expiration of current teachers' credentials.

Staff Hiring

Full responsibility for hiring staff members will reside with the School Leader, except for the Business Operations Manager who will be hired jointly with the Managing Director of Operations of KIPP LA Schools and special education positions which will be hired jointly with the Director of Special Education of KIPP LA Schools. In those scenarios, regional experts lead the selection process and identify a pool of candidates with the desired skill set from which the School Leader ultimately chooses. The School Leader will be hired jointly by the Executive Director and Chief Academic Officer of KIPP LA Schools after being screened and recommended by the KIPP Foundation's School Leadership Program.

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

Job Descriptions

SCHOOL LEADER

Reporting to the Executive Director/Chief Academic Officer, paid employees of KIPP LA Schools, the School Leader is responsible for setting a powerful vision for student achievement based on KIPP's philosophy and Five Pillars and for motivating others to follow that vision. S/he must strategically implement the school's mission through effective leadership and management of the school's students and staff. The School Leader's leadership will result in an instructional program and school environment that prepares every student for success in college and life. The School Leader leads, manages and oversees all functions of the individual school site, including the following duties:

Prove the Possible

- Set and enforce standards for student achievement.
- Ensure program meets or exceeds yearly student outcome goals.

Drive Results

- Develop organizational goals and objectives consistent with the mission and values of the school and KIPP

LA Schools.

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

Instructional Leadership

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

Operational Management

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

Manage People

- Communicate the vision that supports the school's goals and values.
- Create an effective, collaborative team of people jointly responsible for the attainment of school goals and

committed to achieving excellence.

- Recruit, select, hire, and manage performance of all staff.
- Provide professional development opportunities for all staff.
- Continually monitor progress on all measures of school and staff performance.
- Adhere to KIPP LA Schools' HR policies and state/federal employment laws.
- Oversee any and all disciplinary actions.

Build Relationships

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

Skills & Qualifications

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

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

DEAN

The Dean reports to and is evaluated by the School Leader. The duties and responsibilities of the Dean include:

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

Skills & Qualifications

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

- Demonstrated flexibility, creativity, and collaborative working style.
- A sense of humor.
- Unquestioned commitment to KIPP LA's mission and values.
- Bilingual preferred.

BUSINESS OPERATIONS MANAGER

The Business Operations Manager will be integral to the relationship between the school and the KIPP LA School Support Center (SSC). S/he will support the School Leader in the day-to-day financial and operational activities of KIPP Elementary School #5. S/he will have a significant role in creating and implementing policies and systems while also helping our school establish a culture centered on our core values of honesty, respect, leadership, continuous improvement, and commitment to community. S/he will support the KIPP LA SSC in its efforts to provide school with operational and financial guidance and assistance. The Business Operations Manager will report to the School Leader.

Responsibilities include:

- Manage and complete all necessary compliance reporting to the Local, State, and Federal Government including but not limited to: Attendance reporting; National School Lunch Program; and School Language Census; Annual Attendance Report
- Act as liaison between School Support Center and school; Serve as the staff support to the Financial Analyst of KIPP LA for budget reviews and organizational audits as performed by annual external auditors and IRS examiners, such as organizing student data;
- Oversee and manage KIPP Elementary School #5's food service program;
- Coordinate all special events such as field lessons and grade level End of the Year field trips as well;
- Develop and implement new student recruitment plan;
- Design and maintain School Inventory Database;
- Manage all school based procurement including uniform purchasing and sales;
- Support Grade Level and Department Leaders by developing relationships and being timely and responsive to their needs;
- Track expenses and manage department, grade, field lessons, and other program level budgets and regularly communicate spending trends with School Leader;
- Maintain school based personnel and student records;
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;
- Receive (from Office Manager) and remotely deposit all cash and checks on a weekly basis;
- Manage school's petty cash account, and perform monthly reconciliations to be submitted to the Regional

Business Operations Manager of KIPP LA; and

- Represent the school at various public meetings and conferences;
- Other duties as assigned.

Skills & Qualifications

- BA or BS required;
- Excellent organizational, planning, and implementation skills;
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;
- Relentless results-orientation;
- Familiarity with budget management and expense tracking;
- Ability to communicate and interact effectively with multiple constituencies;
- Excellent written, communication, and presentation skills;
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook;
- Initiative, leadership, and tenacity;
- Detail-oriented team player willing to roll up sleeves and get the job done; and
- Unquestioned integrity and commitment to KIPP Elementary School #5.

OFFICE MANAGER

The Office Manager is a school-based role that ensures the office of the school effectively serves and supports the students, families and staff. KIPP Elementary School #5 firmly believes the role of the Office Manager is integral to how we, as a school community, are able to meet our goals and school vision. The Office Manager will report to the KIPP Elementary School #5 School Leader and will collaborate with and support the Business Operations Manager. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining a school culture centered on our core values- honesty, respect, leadership, continuous improvement, and commitment to community.

Responsibilities include:

- Directs phone calls and guests properly and professionally;
- Responsible for typing and translating material, composing letters and memos, completing and distributing correspondence and producing weekly bulletins;
- Coordinates, organizes and secures the reception area, office space and all student, family, staff and school community information while ensuring confidentiality;
- Maintains student files in accordance with policies and audit guidelines and monitors documentation for

the school including physical examinations, records verification of incoming students, and student transcripts;

- Assists with coordinating arrival, breakfast, lunch, and dismissal routines and procedures;
- Maintains and ensures accuracy of student records, daily attendance and related reports;
- Assists in ordering, purchasing, receiving and organizing school materials;
- Establishes relationships with families and coordinates parent volunteers on an as-needed basis; and
- Other duties as assigned.

Skills & Qualifications

- AA preferred;
- Prior school administrative experience required;
- Proficiency with the Microsoft office suite;
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality;
- Excellent communication skills, both oral and written;
- Strong organizational and interpersonal skills;
- Oral and written proficiency in Spanish required;
- Ability to communicate and interact effectively with multiple constituencies;
- Unquestioned integrity and commitment to KIPP Elementary School #5.

TEACHER (all core and elective subjects)

Responsibilities include:

- Teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life
- Contribute to the design of a rigorous curriculum that includes the school's standards as well as the California State Content Standards and Common Core standards
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Model and teach the values of the KIPP LA school and uphold the Commitment to Excellence
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students' academic achievement and conduct
- Value and draw upon students' experiences and backgrounds
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor

student mastery of the content standards

- Analyze informal and formal student assessment results and use this information to drive and inform instruction
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
- Complete and update necessary paperwork to maintain files and student records
- Be available by cell phone (provided by the school) after hours for students' and families' questions and concerns until 8:00 pm each night.
- Arrive at school no later than one half hour before school starts and leave one half hour after school concludes on weekdays
- Strives to exceed standards on California Standards of Teaching Profession and KIPP Framework for Excellent Teaching
- Performs other duties as assigned

Skills & Qualifications

- Possession of a valid preliminary or clear multiple subject teaching credential issued by the California Commission on Teacher Credentialing
- Two years of successful teaching experience recommended
- Bachelors Degree from an accredited institution of higher learning
- Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate, a Cross-cultural, Language and Academic Development (CLAD) certificate, a Bilingual Certificate of Competence (BCC), or a Language Development Specialist (LDS) certificate
- Bilingual ability is desirable

INTERVENTION TEACHER

The Intervention Teacher plans, implements, and reflects upon instruction in the assigned areas in order to realize the mission of the school. The Intervention Teacher reports to and is evaluated by the School Leader. The duties and responsibilities of the Intervention Teacher include:

- Teaches the knowledge and skills, nurtures the confidence and character, and inspires the passion needed for our students to achieve their goals, live their best lives, and positively impact the world
- Supports classroom instruction and the lead teacher through out the day
- Creates eight step lesson plans thoroughly and prepares needed materials for an effective lesson

consistently

- Utilizes a variety of instructional strategies based on the diverse needs of all the students that engage all students
- Differentiates instruction effectively to meet the individual needs of all the students
- Designs and implements targeted instruction for small groups
- Develops and administers a variety of assessments to measure students' growth towards goals and to monitor students mastery of the content standards
- Analyzes informal and formal student assessment results and uses this information to drive and inform instruction
- Meets with lead teacher to discuss progress against goals, student data, curriculum planning and classroom observations
- Carefully and thoughtfully carries out lesson plans in the event of a teacher's absence.
- Models and teaches the values of the school
- Manages and maximizes instructional time successfully
- Maintains and enriches subject area expertise in the areas taught
- Participates actively in professional development sessions and assignments
- Communicates and collaborates professionally with teammates, parents, and community members
- Reflects on teaching craft to make improvements
- Completes and updates necessary paperwork to maintain files and student records
- Implements classroom management techniques to create a nurturing and structured classroom environment and structure
- Maintains high expectations for students academic achievement and conduct
- Values and draws upon students' experiences and backgrounds
- Adheres to school policies, procedures, and deadlines
- Maintains a safe learning environment
- Strives to exceed standards on the California Standards on the Teaching Profession and KIPP Framework for Excellent Teaching
- Is available by cell phone after school hours (provided by the school) from students and families for questions or concerns until 8:00 pm each night.
- Upholds the Commitment to Excellence Form
- Performs other duties as assigned

Skills & Qualifications

- Possession of a valid internship, preliminary, or clear multiple subject California teaching credential

- Possession of a Bachelors Degree from an accredited institution of higher learning
- Minimum of three years of successful, full-time, lead teaching experience required
- Demonstrated success working with students from educationally underserved areas and leading them to success on the CST
- Experience teaching at a high-performing California public charter school preferred
- Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate; a Cross-cultural, Language and Academic Development (CLAD) certificate; a Bilingual Certificate of Competence (BCC); or a Language Development Specialist (LDS) certificate
- Bilingual ability in Spanish is preferred

SPECIAL EDUCATION COORDINATOR

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

Essential Functions

- Maintain knowledge of current Special Education regulations and best practices
- Support general education teachers and administrators to implement appropriate strategies to meet the needs of student with IEPs
- Implement accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time;
- Analyze assessment results to drive instruction and IEP development;
- Develop and assist with appropriate behavior management techniques for students with special needs;
- Coordinate progress report completion in accordance with district guidelines;
- Manage and train Special Education Instructional Assistants as assigned;
- Mentor Resource Specialists at assigned sites;

- Develop IEPs in accordance with federal, state and district standards;
- Create and maintain Special Education documentation as required by federal state and district regulations;
- Manage IEPs in Welligent;
- Work with Coordinator to ensure IEP timeline compliance of assigned caseload;
- Complete weekly KIPP internal reporting documents for assigned sites;
- Administer formal academic assessments;
- Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Occupational Therapy, Language and Speech, etc.);
- Coordinate formal assessments for related services with KIPP providers and outside vendors;
- Schedule and facilitate IEP meetings in a collaborative and professional manner;
- Develop positive relationships with parents and families to engage them in the IEP process;
- Influence the RTI and SST process;
- Provide leadership in special education program at assigned sites;
- Manage and/or assist with the development of 504 plans at assigned sites;
- Develop and provide ongoing professional development for general and special education staff and administrators;
- Collaborate with LAUSD and DSE to explore the full continuum of services;
- Assist in the preparation of IDR, mediation and due process material; and
- Other duties/projects as assigned.

SCHOOL PSYCHOLOGIST

The School Psychologist of KIPP LA Schools provides a full range of school psychological services to children grades K-8 throughout KIPP Los Angeles' schools. Duties include screening and assessment, individual and group counseling, and work with outside agencies as appropriate. The School Psychologist will also be an integral member of the RtI (Response to Intervention) and SST (Student Study) teams, helping to plan, implement, and monitor these programs at various school sites. Additionally, the school psychologist will be an integral member of the Individualized Education Plan (IEP) team to determine student's eligibility for special education services, appropriate programming, and suggest strategies and supports for educational, academic, and behavioral needs. S/he will report to the Director of Special Education. His/her responsibilities include:

- Provide individual and group services to children that emphasize improved educational performance and/or conduct.
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program

recommendations.

- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans.
- Collaborate with school staff around RTI and intervention implementation, Student Study Team meetings, and KIPP Los Angeles wide Crisis planning.
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child.
- Maintain appropriate data on students, including present levels of performance and intervention strategies.
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments/assessment plans and meetings. Submit records, reports, and assignments promptly and efficiently.
- Manage and support special education teachers with Functional Behavior Assessments and Behavior Support Plans.
- Supervise Psychology interns as necessary.

SPEECH AND LANGUAGE SERVICE PROVIDER

The Speech and Language Service Provider (SLSP) of KIPP LA Schools will provide speech and language therapy for students in grades K-8 at all KIPP LA school sites. S/he will focus on developing students' oral communication skills to support their ability to access their educational program. S/he will report to the Director of Special Education.

Primary responsibilities include:

- Provide direct treatment to students under the supervision of a Speech and Language Pathologist;
- Develop and implement educationally-based IEP communication goals using a variety of service delivery models to support the classroom curriculum;
- Conduct speech and language screenings;
- Follow and implement treatment plans;
- Document student progress towards meeting established goals and objectives;
- Assist with formal assessments;
- Participate in IEP meetings of students on assigned caseload;
- Collaborate with teachers to ensure that students meet the goals outlined in their IEPs;
- Provide individualized classroom strategies to facilitate specific communication skills;
- Communicate with families of students on assigned caseload regarding progress toward IEP goals;
- Participate as a member of the regional Special Education team; and
- Manage special projects as they relate to Special Education.

RESOURCE SERVICE PROVIDER

The Resource Service Provider dually reports to the School Leader and the Director of Special Education. His/her duties and responsibilities include:

- Provide individualized instruction and support to students with special needs
- Support general education teachers and administrators to implement appropriate strategies to meet the needs of student with IEPs
- Manage compliance of accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time
- Provide accommodated testing conditions for classroom and standardized testing
- Administer formal and informal academic assessments
- Analyze assessment results to drive and inform instruction and IEP development
- Develop and implement appropriate behavior management techniques for students with special needs
- Ensure student achievement and progress towards IEP goals
- Complete progress reports in accordance with district guidelines
- Manage and train Special Education Instructional Assistants
- Develop IEPs in accordance with federal, state and district standards
- Create and maintain Special Education documentation as required by federal state and district regulations
- Manage IEPs and service trackers in Welligent
- Ensure IEP timeline compliance of assigned caseload
- Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Occupational Therapy, Language and Speech, etc.)
- Coordinate formal assessments for related services with KIPP providers and outside vendors
- Schedule and facilitate IEP meetings in a collaborative and professional manner
- Develop positive relationships with parents and families to engage them in the IEP process
- Influence the RTI process and participate in SST meetings
- Manage and/or assist with the development of 504 plans
- Develop and provide ongoing professional development for general and Special Education staff
- Maintain knowledge of current Special Education regulations and best practices

Skills & Qualifications

- Possession of a valid internship, Level I or Level II Education Specialist (Mild/Moderate) credential;
- Possession of a Bachelors Degree from an accredited institution of higher learning;
- Demonstrated success teaching students from educationally underserved areas;
- Two years of successful, full time teaching experience in Special Education preferred;

- Possession of either BCLAD or CLAD certification is required;
- Excellent organizational, planning, and implementation skills;
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;
- Relentless results-orientation;
- Ability to communicate and interact effectively with multiple constituencies;
- Excellent written, communication and presentation skills;
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook;
- Initiative, leadership and tenacity;
- Able to stay positive through challenges;
- Detail-oriented team player willing to roll up sleeves and get the job done;
- Unquestioned integrity and commitment to KIPP LA Schools Mission and Community.

AFTER SCHOOL COORDINATOR

The After School Coordinator will oversee all aspects and functions of KIPP Elementary School #5's after school program to ensure that the school's commitment to the whole child is realized. The duties and responsibilities of the After School Coordinator include but are not limited to:

- Design after school program schedule and course offerings to ensure that academic, enrichment and recreational components are met;
- Create and manage after school budget;
- Hire, train, manage, and retain after school team of instructors;
- Implement observation and evaluation protocol for after school staff to be conducted at least every month;
- Manage all after school program-related compliance, including registration paperwork, attendance, and reporting;
- Conduct weekly staff meetings with after school team;
- Manage student discipline during after school program;
- Manage facility during after school program;
- Build and maintain positive and supportive relationships with part-time staff; and
- Other responsibilities as assigned by the School Leader.

AFTER SCHOOL INSTRUCTOR

After School Instructors will provide academic assistance, enrichment, recreation, and visual/performing arts programming to students.

Essential Functions

- Provide academic assistance and intervention support within small student groups and in some cases, within a whole class setting;
- Develop, create and implement academic, recreational, and enrichment activities;
- Supervise assigned students to ensure that students are safe and the program operates in an organized and effective manner;
- Maintain daily attendance records;
- Support and aid classroom teachers as assigned;
- Assist with event planning;
- Attend weekly or bi-weekly staff meetings/trainings; and
- Perform other duties as assigned.

Skills & Qualifications

- High school diploma or equivalent required
- Prior experience working with groups of elementary or middle school students in an academic or recreational setting required
- 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 with teachers, parents, and students
- Creativity and sense of humor
- Positive energy and the ability to be a strong role model for students
- Reliable transportation or transportation plan
- Ability to plan, design and implement lesson plans
- Bilingual a plus (English/Spanish)
- Unquestioned integrity and commitment to KIPP LA

NOON AIDE

The Noon Aide ensures that lunch and recess at KIPP Elementary School #5 run smoothly and safely. S/he reports to the Dean. The Noon Aide's duties and responsibilities include:

- Set up lunch area daily, including distributing meals to students (no cooking or food preparation required) and following all required procedures
- Supervise students as they eat and play at recess
- Assist with lunch clean-up

- Uphold all values and rules while supervising students
- Communicate with teachers about students' behavior

Skills & Qualifications

- Strong organizational and interpersonal skills
- Ability to manage large groups of children and communicate with them in a nurturing, patient, loving manner
- Unquestioned integrity and commitment to KIPP Elementary School #5 and its values

SCHOOL RECEPTIONIST

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

Responsibilities include:

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

Skills and Qualifications

- Excellent organizational, planning, and implementation skills:
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;
- Relentless results-orientation;
- Ability to communicate and interact effectively with multiple constituencies;
- Excellent written, communication and presentation skill;

- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook
- Initiative; leadership and tenacity;
- Detail-oriented team player willing to roll up sleeves and get the job done;
- Unquestioned integrity and commitment to KIPP LA's Mission and Community.

Staff Recruitment

Staff selection is one of the most crucial aspects of the founding and growth of KIPP Elementary School #5. The goal of the process will be to find driven candidates and hire staff that have developed cultural competency, have at least two years of successful teaching experience in an under-resourced community, have exemplary student achievement results and are qualified to deliver the proposed instructional program. Also, they must have strong and positive recommendations, evidence of strong connections with students and their families, must be team players, flexible, smart, community service oriented, embody and exemplify the values of the school, and be committed to the vision and mission of KIPP Elementary School #5.

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

Before the school opens the panel may be comprised of the Founding School Leader, staff from existing Los Angeles KIPP schools, community members, and trusted colleagues of the Founding School Leader. The second year and beyond, the panel may be comprised of the Founding School Leader, grade level chairs, parents, and community members. In addition, this process will be open to others who will work closely with the candidate. Ideally, the panel will be comprised of a diverse group to gain an insight into the candidate's perceptions and how they interact and feel about people from different backgrounds than him or her.

As teaching candidates will not be able to teach a model lesson at KIPP Elementary School #5 before the school opens, the Founding School Leader may visit the candidate's classroom to observe or may ask the candidate to teach a model lesson at an existing KIPP LA elementary school. For non-teaching positions, candidates will complete an online application and pre-interview questions before moving forward to interview with the School Leader, and if needed interview with a panel. In addition, a detailed reference check will also be completed. The School Leader will make all final hiring decisions for the non-instructional staff and will make a joint hire of the Business Operations Manager in conjunction with KIPP LA Schools.

Sample of questions for teaching candidates:

Phone Interview:

-Project yourself into the future as a teacher at KIPP Elementary School #5. What kind of problems do you anticipate having with students (must be specific)? What might you do with a student who ____? That's an idea, but if that doesn't work... what might you do next? (*Try to elicit at least 3 alternatives.*) How often do teachers have to think like this- i.e. what do I do next... once in a while, once a month, once a week, every day or many times a day?

-Can you give me a generalization/principle/rule about education in which you believe? *i.e. all children can learn, whatever it takes, etc.* If you were observed teaching, what might you be doing to demonstrate your belief in this generalization/principle/rule? If you were to come into my room, and I was..., what might you generalize my belief to be from my teaching behaviors?

-What is your philosophy about the role families play in the classroom, in the school community and at home?

-What does the term "at-risk student" mean to you? What do you think causes a student to be at risk? Given what you say the causes are, what do you perceive to be the solutions?

-Give me an example of a time when you set a goal and were able to meet or achieve it. What did you do to achieve the goal?

-Tell me about a time you were on pace to meet a goal and there were unexpected obstacles. How did you proceed?

-Tell me about a difficult decision you made in the last year.

In-Person Interview

-How do you involve students' families in your classroom?

-Tell us about a time when you and a colleague had differing viewpoints, but came to a resolve by putting students' best interests first.

-What is your approach to classroom management?

-If you were to serve our students and families, what strengths would you bring to that work and what potential areas of learning would you have?

-What have you done to further your knowledge/understanding about diversity?

-How have you demonstrated your learning in either your classroom or school setting?

-Has there ever been a time when you and a colleague disagreed about instructional approaches? What did you do?

-Can you recall a time when you were less than pleased with your students' performance? Why?

-Tell us about a student/s who may have been struggling with a skill or concept. How did you know they were struggling? What did you do to support them and how do you know what you did was effective?

-Tell us about a time when you were focused to make either an unpopular decision or a decision that you felt could have had negative consequences.

-Talk us through your student achievement results. Start with what goals were and take us through what you did to work towards achieving them.

-How do you involve your manager and/or others when you're making decisions?

-Give us an example of a time when you had to keep from making a decision because you still did not have enough information.

-How do you plan instruction?

-How do you differentiate instruction to meet your students' academic needs?

-What is your approach to classroom management?

-If you were to serve our students and families, what strengths would you bring to that work and what potential areas of learning would you have?

-Has there ever been a time when you and a colleague disagreed about instructional approaches? What did you do?

Staff Recruitment Strategies

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

- KIPP Teach: The open positions at KIPP Elementary School #5 will be posted on KIPP Teach, a national database of all KIPP positions in which interested candidates can apply online. This website is overseen by KIPP Foundation and is separate and distinct from KIPP LA Schools'/KIPP Elementary School #5's website.
- KIPP Elementary School #5 website: The website for KIPP Elementary School #5 will go live when it becomes time to begin recruiting staff and students. The website will state the school's vision, mission, goals, and values. In addition, information on KIPP such as history, network success, and Five Pillars will be included. The job descriptions will be posted as well as contact information and information on how to apply. Interested candidates can submit applications for positions online.
- Schools of Education at Loyola Marymount University, USC, Cal State LA, Cal State Dominguez Hills, and UCLA.
- Teach for America: The Teach for America Office of Career and Civic Opportunities provides many services that assist with finding quality candidates who are mission aligned with KIPP which will be accessed. For example, the office offers a free web-based job posting and sends out a monthly teaching e-mail blast that reaches over 20,000 Teach For America corps members and alumni which lists featured job opportunities. A posting for KIPP Elementary School #5 will be placed on both of these resources. Further, the office collects resume books that will be accessed to seek out quality candidates. KIPP

Elementary School #5 will also be represented at career fairs and other similar opportunities to find candidates.

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

Staff Professional Development

KIPP Elementary School #5 is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development for teachers to help KIPP students excel academically is essential.

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

Teachers will participate in professional development one afternoon per week when students have a minimum day. The primary function of this time is to analyze data from interim and formative assessments. The interim assessment results are analyzed every 6-8 weeks, whereas the results of formative assessments are analyzed bi-weekly. Secondly, school-wide professional development is a chance for the School Leader and teachers to address instructional trends going on in the classroom and ways in which the students can be better served. Topics may include improving check for understandings, incorporating literacy across all contents, or enhancing differentiation for English Learners.

Finally, differentiated meetings are content-level and grade-level department meetings that each happen once a month. Those will occur after the weekly school-wide meetings. In content meetings, teachers in the same content area meet to review each other's assessments and provide instructional support. As a content group, they will also have several opportunities throughout the school year to conduct excellent school visits in an effort to improve their instructional practices for their students.

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

Another integral component of professional development at KIPP Elementary School #5 is the observation-debrief cycle (coaching cycle). The School Leader will formally observe teachers. Following the observation, the School Leader and teacher will discuss student learning based on student data and notes from the observation. Teachers will also be empowered to observe and provide feedback to their colleagues. These observations will allow the School Leader and teachers to notice instructional and cultural trends across the school. This one-on-one professional development will cultivate a profound desire in teachers to continue to improve their craft so their students can achieve.

In addition to KIPP Elementary School #5's school-wide professional development, teachers and administrators will benefit from regional professional development opportunities facilitated by KIPP LA Schools. Several times per year, teachers and staff from all of KIPP LA's schools in South and East Los Angeles gather for an intensive day of workshops, trainings, and networking led by internal and external facilitators. Regional Professional Development Days allow for the sharing of best practices in curriculum and instruction, assessment, and classroom management and culture. They also contribute to the building of communities of practice within the KIPP LA network, allowing, for example, a first grade teacher at an elementary school in South Los Angeles to share successful strategies and lesson plans with a first grade teacher at an elementary school in East Los Angeles.

Beyond Los Angeles, KIPP Elementary School #5 teachers have additional opportunities for sharing and professional development through the national KIPP network. Teachers who are interested in honing their instructional leadership skills can be nominated by the School Leader to participate in one of KIPP's Leadership Pathways. These six leadership development programs are yearlong opportunities for teachers to strengthen their skill set as instructional leaders and grow personally and professionally, often eventually taking on leadership roles within the school. In addition to KIPP's Leadership Pathways, the organization also subsidizes KIPP teachers' subscriptions to Better Lesson, an online platform for sharing lesson plans, long term plans, and other curricular materials. KIPP teachers across the country can easily share with one another materials that have been effective in their classrooms.

Compensation

Teachers are the core element of KIPP Elementary School #5's success. It is therefore essential that teachers are supported and well compensated. KIPP Elementary School #5 will offer salaries that are competitive with the Los Angeles Unified School District's wages. Teachers will be compensated additionally for the extra time they teach.

Compensation is determined individually based on teaching experience and education and to the agreement of the teacher.

It is the belief of KIPP Elementary School #5 that teachers are and should be treated as professionals, and as such, are not hourly employees. In addition to salary, teachers will be offered a competitive benefits package. Salary and stipends, along with standards of professional conduct, will be outlined in employee agreements.

Staff Evaluation

Staff evaluation is a critical piece to ensuring that the team is delivering the quality instruction that students deserve. At the beginning of each school year, the KIPP Elementary School #5 School Leader will have meetings with all teachers and non-teaching staff to set goals for the year, as well as begin developing an Individual Development Plan, a document that will change throughout the year as goals are met and new ones are added. This plan will be created based on the teacher's goals as well as the goals the School Leader identifies.

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

The School Leader will be evaluated by the Chief Academic Officer of KIPP LA Schools. School Leader evaluations include both performance goals and development goals. Performance goals are metrics based on KIPP LA Schools' regional imperatives, including student achievement targets and operational and fiscal management goals. Individual development goals are based on the competencies that comprise KIPP's Leadership Competency Framework, i.e. results orientation and team management.

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

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

Employee Termination

In most instances, prior to terminating an employee the School Leader will develop a performance improvement plan for the employee in question. In the event that the employee's performance does not improve in accordance with the plan, his or her employment will be terminated. In all instances, when determining whether an employee should be terminated, the School Leader shall consider the following: 1) Is the termination consistent with the employee's performance appraisals; 2) Was the employee aware of the performance standards, work rules, or other standards for which he or she is to be terminated?; 3) If appropriate, has the employee been provided progressive discipline?; 4) Are there mitigating circumstances which suggest that less drastic action is appropriate?; and 5) Is the proposed termination consistent with the school's actions in similar circumstances in the past? KIPP LA Schools utilizes the FRISK model of documentation; consistent with the model, an employee has ten instructional days to respond in writing to warning letters received as a result of poor performance. Certain serious offenses of KIPP LA Schools' policy may justify immediate termination. In these situations, the company's progressive discipline policy would be bypassed. The most common examples of such offenses include:

- Violence or vandalism on the job
- Fighting on the job
- Stealing company property
- Sexual harassment
- Drunkenness or use of drugs on the job
- Gross insubordination
- Serious safety violation threatening others' health or safety
- Sabotage of company business

School Management

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

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

Roles and Responsibilities of School Leader

Reporting to the Executive Director of KIPP LA Schools, the School Leader will coordinate all campus level planning and decision making that will involve the school's professional staff, parents, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This structure will allow the School Leader, teachers, parents, and the community to make

school-based decisions within the boundaries of the decisions and policies set by the Executive Director and Board of Directors of KIPP LA Schools.

The role of the School Leader is to implement KIPP's Five Pillars in the operation of KIPP Elementary School #5 and to be responsible for ensuring that overall curricular policy remains aligned to the school's mission. The School Leader will implement the Pillars policy and develop and maintain, with input from teachers, a cohesive kindergarten through fourth grade curriculum. The School Leader is also responsible for ensuring that school curriculum addresses state academic standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.

Employee Complaints

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

Maintain Confidentiality of Pupil Records (FERPA)

KIPP Elementary School #5 will maintain the confidentiality of pupil records according to the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA). The School Leader will be responsible for compliance with FERPA and will direct the Business Operations Manager to ensure that the school remains compliant with FERPA. All office staff will be trained in the compliance of FERPA and the process for records requests. The FERPA designees shall store educational records in a central, secured location, access to which is limited to the School Leader and designated members of the KIPP Elementary School #5 staff.

ELEMENT 6: HEALTH AND SAFETY

KIPP Elementary School #5 will ensure that the school is a safe and healthy environment for teaching and learning. All faculty and staff of KIPP Elementary School #5 will undergo a criminal background check which must be cleared prior to beginning employment. KIPP Elementary School #5 will ensure that all students and staff provide records documenting immunizations to the same extent that is required for all public schools within the Los Angeles Unified School District and in EC44237. In particular, staff shall honor the Los Angeles Unified School District's requirements for periodic tuberculosis tests every four years using the Mantoux tuberculosis test. KIPP Elementary School #5 will require its employees to be examined for tuberculosis in the manner described in Education Code section 49406.

KIPP Elementary School #5 shall adopt and implement a comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- KIPP Elementary School #5's official emergency plan, created before school starts, which conforms to LAUSD's safety plan. Policies and procedures for responses to disasters and emergencies, including fires, earthquakes, terrorist threats, and other emergencies will be developed and kept on file for review. School staff will be trained each year on the safety procedures outlined in the plan. A sample emergency response plan is included in **Appendix M** and will be revised based on the final facility identification;
- A policy requiring that instructional and administrative staff receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA;
- Policies and procedures relating to the administration of prescription drugs and other medicines;
- A policy establishing KIPP Elementary School #5 as a drug, alcohol and tobacco free workplace;
- Procedures for following the Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools.
- Training for all school staff at the beginning of each school year addressing the school's sexual harassment policies and complaint procedures. Please see **Appendix N** for the KIPP LA Schools Policy Against Harassment;
- Compliance with state laws that require school employees to be mandated reporters in any cases of child abuse and/or neglect; and
- A policy requiring KIPP Elementary School #5 to provide screening of students' vision and hearing and to screen students for scoliosis in accordance with California law.

As stated in Element 5 (Employee Qualifications), all faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the Department of Justice. Applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws. Staff will be trained in mandated child abuse reporting laws annually. All certificated and classified staff will be mandated reporters for child abuse. The staff will be trained regarding this responsibility and will be advised to follow all applicable reporting laws.

KIPP Elementary School #5 shall ensure that prior to commencement of operations; its facility shall comply with all applicable federal, state, and local laws. KIPP Elementary School #5 will maintain complete records documenting said compliance, and will maintain on file copies of all facility inspection records. KIPP LA Schools will manage all aspects of maintenance and operations for KIPP Elementary School #5 through contracts with third party vendors.

***Insurance Requirements**

No coverage shall be provided to KIPP Elementary School #5 by the District under any of the District's self-insured programs or commercial insurance policies. KIPP Elementary School #5 shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect KIPP Elementary School #5 from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be KIPP Elementary School #5's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and KIPP Elementary School #5's insurance shall be primary despite any conflicting provisions in KIPP Elementary School #5's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect KIPP Elementary School #5 from claims that may arise from its operations pursuant to the

Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if KIPP Elementary School #5 does not operate a student bus service. If KIPP Elementary School #5 provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by KIPP Elementary School #5 to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and KIPP Elementary School #5's insurance shall be primary despite any conflicting provisions in KIPP Elementary School #5's policy.*

***Evidence of Insurance**

KIPP Elementary School #5 shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

Should KIPP Elementary School #5 deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of KIPP Elementary School #5.

***Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, KIPP Elementary School #5 does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. KIPP Elementary School #5 further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to 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 KIPP Elementary School #5, and their officers, directors, employees or volunteers. Moreover, KIPP Elementary School #5 agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors

Health, Safety and Emergency Plan

KIPP Elementary School #5 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of KIPP Elementary School #5. KIPP Elementary School #5 will ensure that staff has been trained in health, safety,

and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

FERPA

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

Criminal Background Checks and Fingerprinting

KIPP Elementary School #5 shall require all employees of KIPP Elementary School #5, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. KIPP Elementary School #5 will maintain on file and available for inspection evidence that KIPP Elementary School #5 has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. KIPP Elementary School #5 shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Student Recruitment and Outreach Efforts

KIPP Elementary School #5 seeks to open with approximately 220 students in August 2013⁹. The school will also maintain a wait list to ensure a filled grade level throughout the year.

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

KIPP Elementary School #5 strongly believes students with a variety of life experiences add to the learning experiences of all. Students and families will learn from others how to respect different viewpoints and find commonalities in all people. KIPP Elementary School #5 is committed to ensuring that all students and families involved with our recruitment outreach and process are made to feel welcome and respected. The geographic area immediately surrounding the projected school site in East Los Angeles will be targeted in outreach efforts. The 2010 Census data for the 90022 ZIP Code indicates that the area's population is approximately 97% Latino, 0.6% African American, 1.3% American Indian and Alaska Native, 0.8% Asian (including Filipino), 0.1% Native Hawaiian and Other Pacific Islander, with 3.4% listed as Two or More Races. The LAUSD's Court-Ordered Integration Program ethnic goal is 70:30 or 60:40 (*this ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). KIPP Elementary School #5 is committed to upholding the District's ethnic balance goal and the school's outreach and recruitment efforts described below will support this.

Recruitment materials will be in the languages necessary to communicate the message and those conducting outreach and recruitment will speak the languages shared by families and community members. The school will provide outreach information in the language spoken by the targeted population. Recruitment materials utilized in outreach efforts will include information about KIPP Elementary School #5 (e.g. the mission statement of the school, pictures of KIPP students, information about the KIPP network of schools, and contact information for KIPP Elementary School #5). Please refer to **Appendix O** for a sample recruitment flyer. In addition, door hangers and mass mailer postcards will be created and distributed throughout the community surrounding KIPP Elementary School #5. More detailed mailings with a letter about the school and articles about KIPP will also be sent out to targeted homes and businesses. A website for KIPP Elementary School #5, one that is linked to the KIPP LA Schools website, will be created and will provide information about the school's instructional vision, mission, goals and

⁹ In the event that KIPP Elementary School #5 opens in August 2013 with kindergarten students only, projected total enrollment for 2013-2014 would be 120 students.

values along with additional information about the KIPP national network of public charter schools. Contact information and information on student enrollment will also appear on the KIPP Elementary School #5 website.

The KIPP LA Schools regional team will further support the student recruitment process by aiding in the development of successful student recruitment practices shared by other KIPP schools across the country. Such student recruitment practices include:

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

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

***Court-ordered Integration**

KIPP Elementary School #5 shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black*

Asian Other (PHBAO) compared to Other White (OW). The written plan should list specific dates, locations and recruitment activities to achieve the District's Racial and Ethnic Balance goal.

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

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

The District and KIPP Elementary School #5 are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001("NCLB"). KIPP Elementary School #5 agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

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

KIPP Elementary School #5 will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. KIPP Elementary School #5 will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at KIPP Elementary School #5 under the NCLB-PSC program increases in subsequent years, KIPP Elementary School #5 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

***Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, KIPP Elementary School #5 has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. KIPP Elementary School #5 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. KIPP Elementary School #5 agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

KIPP Elementary School #5 also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

ELEMENT 8: ADMISSION REQUIREMENTS

KIPP Elementary School #5 will be a free public school open to all residents of the State of California. KIPP Elementary School #5 will not discriminate on the basis of race, ethnicity, religion, gender, gender identity, gender expression, national origin, sexual orientation, or disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code of the students, parents, or guardians or association with individuals with one or more of the above actual or perceived characteristics. KIPP Elementary School #5 will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). KIPP Elementary School #5 accepts and understands obligations to comply with all laws establishing minimum age for public school attendance. KIPP Elementary School #5 will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

Lottery

Recruitment of incoming students will begin in September of each school year for the following school year. At that time, KIPP Elementary School #5 will advertise open enrollment and interested families will begin meeting with the school's staff and reviewing the school's academic program, schedule, and expectations. All interest forms submitted through the first Friday of February will be entered into the lottery. If the number of applications to enroll exceeds the capacity of a grade level, a date is set in the spring to hold a random selection process (lottery) to assure all applicants an equal chance of gaining admission. Preference in the lottery will be given to the following categories of students:

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

The date and time of the lottery is determined each year once it is determined that a lottery is required. The location of the lottery has yet to be determined, but the school will seek a location either in or near the location of the school facility and in a space large enough to ensure all interested parties may observe the lottery. Families who submit interest forms will receive information about the date, time, and location of the lottery from the

school's Office Manager. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. After initial enrollment, a waitlist will be created and maintained and, should vacancies occur, admission will be offered to applicants selected from the waitlist in the order that their names appear on the waitlist. The waitlist expires annually the day before the lottery for the upcoming year. Students enrolled the previous year that neither withdrew nor were dismissed from the school will be guaranteed a seat the following year. The above process will also be followed to fill vacant seats each year and for all grades as seats become available each year due to student attrition at the discretion of the School Leader. See **Appendix P** for a sample lottery interest form and enrollment packet.

Communication

Families will be notified about the results of the lottery by the school's Office Manager within one week of the lottery. Families that entered a student into the lottery will receive a letter sent to the address indicated on the paperwork submitted. The letter will indicate whether the child was accepted or waitlisted, and if waitlisted, the number the child is on the waitlist. For students who were accepted to the school, the letter will include steps the family must take to enroll the child in the school.

Records

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

Refinement of Policies

Notwithstanding the aforementioned, KIPP Elementary School #5 may refine lottery policies and procedures following the first year of operations in accordance with a written policy adopted by the governing board of the school. A copy of the revised policy, designed to improve the school's lottery efforts, shall be provided to the District within 45 calendar days of approval by the charter school's governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If refinement of policies and procedures arises to a level that a material revision is required, KIPP Elementary School #5 will submit a request for a material revision.

McKinney-Vento Homeless Assistance Act

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

contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

ELEMENT 9: FINANCIAL AUDITS

KIPP LA Schools Board of Directors has a separate Audit Committee, whose responsibility it is to annually oversee the selection of an independent auditor who has experience in education finance, and the completion of an annual audit of KIPP Elementary School #5 and KIPP LA Schools' financial books and records. This audit will be conducted in accordance with Generally Accepted Accounting Principles and the Audit Guide for Charter Schools, and will verify the accuracy of KIPP Elementary School #5's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget. KIPP Elementary School #5 will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school will also make available the receivable and disbursement files.

The annual audit will be completed and submitted to the KIPP LA Schools Board in time for the Board to submit the audit to the LAUSD Charter School division, and to other entities as required by law.

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

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

***District Oversight Costs**

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

Balance Reserves

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

***Special Education Revenue Adjustment/Payment for Services**

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

***Audit and Inspection of Records**

KIPP Elementary School #5/KIPP LA Schools agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- KIPP Elementary School #5 is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of KIPP Elementary School #5.
- The District is authorized to revoke this charter for, among other reasons, the failure of KIPP Elementary School #5 to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit KIPP Elementary School #5’s books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

2 Compliance with applicable grant requirements.

KIPP Elementary School #5 and KIPP LA Schools shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to KIPP Elementary School #5. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

KIPP Elementary School #5 will develop and maintain internal fiscal control policies governing all financial activities. "The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- a. Final Budget – Spring prior to operating fiscal year
- b. First Interim Projections – November of operating fiscal year
- c. Second Interim Projections – February of operating fiscal year
- d. Unaudited Actuals – July following the end of the fiscal year
- e. Audited Actuals – December 15 following the end of the fiscal year
- f. Classification Report – monthly according to school's Calendar
- g. Statistical Report – monthly according to school's Calendar of Reports
In addition:
 - P1, first week of January
 - P2, first week of April
- h. Instructional Calendar – annually five weeks prior to first day of instruction
- i. Other reports as requested by the District."

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

Student Discipline

Throughout the country, KIPP schools have been extremely successful in the teaching and overseeing of appropriate student behavior. From the initial setting of expectations (such as with the Commitment to Excellence and an introductory summer session) through the schools' consistent reinforcement of student standards, KIPP students are constantly acculturated to values and expectations. KIPP Elementary School #5 will create a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable.

In addition to the expectations for KIPP students that are included in the school's orientation materials, KIPP Elementary School #5 will ensure that student conduct supports student learning by, among other things, a "Daily Choices" sheet that will document student decisions in relation to the values of the school within the classroom. If a student does not uphold these values, this choice will be identified so that it can be addressed. In addition, positive examples of student conduct that supports the values will be noted. This sheet will be sent home daily and must return signed by parent/guardian the following day. The "Daily Choices" sheet will be used throughout the school, but may be grade level tailored. Positive behavior is also acknowledged through the public recognition of students who have embodied positive behavior. If a student commits an act deemed possibly worthy of suspension, the student will be sent to the office with a discipline referral documenting the behavior.

By utilizing a range of progressive disciplinary options, KIPP Elementary School #5 will curtail misconduct before there is a need for more serious sanctions. Potential actions include (but are not limited to):

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade level leaders
- Parent meetings with teachers and/or grade level leader
- Mandatory study hall during and/or after school (with notification to parent(s)/ guardian and overseen by grade level leader
- Loss of incentives or privileges
- Calling plans (requiring the student to call teachers to notify them of homework completion)
- Daily conduct log (in which a student is required to get teacher acknowledgement of appropriate behavior after each class)

- In-school suspension plans, providing opportunity for the teachers or School Leader to meet with an individual student to discuss misconduct and to determine appropriate consequences
- Written apology for misconduct
- A “Daily Choices” sheet that documents in real time student decisions in relation to the values of the school. Problematic choices can quickly be identified and addressed.
- Disciplinary probation with notice to parents and explanation of required improvement
- Study teams, resource panel teams, or other assessment-related teams
- Peer presentations of personal improvement plan
- Referral to school counselor, psychologist, child welfare attendance personnel, or other school support service staff

The School Leader or a designee will handle all discipline referrals and based on the severity of the action, will respond fairly and appropriately. The School Leader or the designee will document on the discipline referral how the action was handled. The discipline referral will be sent home to be signed by the student’s parent or guardian and must be returned the following day. A copy of the referral will be given to the classroom teacher and one will be kept on file with the School Leader or designee.

The school’s Student Suspension and Expulsion Policy will promote learning and protect the safety and well-being of all students at the school. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The administration of KIPP Elementary School #5 will ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The policy and procedures will be set forth in the Student and Parent Handbook.

Corporal punishment shall not be used as a disciplinary measure with any student. (Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.) This commitment by KIPP Elementary School #5 does not limit the rights of KIPP Elementary School #5 employee to use force that is reasonable and necessary to protect the employee, student(s), staff or other persons, or to prevent damage to school property.

Statutory Grounds for Suspension and Expulsion

Students will be subject to discipline for misconduct occurring a) on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or returning from a school-sponsored activity.

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

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) A violation can require notification to police.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the School Leader or the designee of the School Leader. (Ed. Code 48900(b)) Notification to police may be required.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed. Code 48900(c)) Notification to police may be required.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed. Code 48900(d)) Notification to police may be required.
- **Robbery or Extortion:** Committed or attempted to commit robbery or act of extortion. (Ed. Code 48900(e)) Notification to police may be required.
- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police may be required.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police may be required.

- Tobacco: Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed. Code 48900(h))
- Obscenity/Profanity: Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed. Code 48900(i))
- Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed. Code 48900(j)) Notification to police may be required.
- Disruption/Defiance: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed. Code 48900(k))
- Received Stolen Property: Knowingly received stolen school property or private property. (Ed. Code 48900(l)) Notification to police may be required.
- Imitation Firearm: Possession of an imitation firearm. (Ed. Code 48900(m)) (An “Imitation Firearm” is a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed. Code 48900(m)). Notification to police may be required.
- Sexual Assault/Sexual Battery (Included in Actions Requiring Mandatory Expulsion, Ed Code 48915(c) and below): Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed. Code 48900(n)) Notification to police required for students in grades 4-12. (The definition of sexual assault includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.) Sexual battery is the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4)). See also, Ed. Code 48915(c) triggering mandatory expulsion procedures in the event of such a violation.
- Sexual Harassment: Committed sexual harassment (Ed. Code 48900.2), meaning an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one’s academic performance or to create an intimidating,

hostile or offensive educational environment. "Sexual harassment" must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2, and only students in grades 4-12 are subject to suspension for sexual harassment.

- Hate Violence: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed. Code 48900.3) Notification to police required for students in grades K-12. (The definition of hate violence is the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.")
- Intentional Harassment: Created a hostile educational environment (Ed. Code 48900.4) (The definition of intentional harassment is the engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment).
- Terrorist Threats Against School Officials and/or Property: Committed a terrorist threat against school officials, school property or both (Ed. Code 48900.7) (The definition of a terrorist threat includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in: death; great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family. Notification to police may be required.

Potential Disciplinary Actions

In general, a suspension may be imposed only when other means of correction fail to bring about the proper conduct. However, with respect to the violations set forth in Ed. Code 48900 sub-sections (a) – (e), i.e., the first five enumerated above, an out-of-school suspension may be authorized for a first offense. (Additionally, a suspension for any of the above-listed violations is permissible if a student's presence causes a danger to persons or property or threatens to disrupt the instructional process.). Expulsion for a violation of subsections (a) – (e) is permitted based upon the recommendation of the School Leader and a finding by the KIPP LA board (or a designated committee thereof) that the student committed the offense and that either: (a) other means are not feasible or

have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the student's presence would cause a continuing danger to personal safety. Ed. Code 48915(b)

With respect to the remaining violations set forth above, except as otherwise noted (with respect to acts triggering mandatory expulsion consideration), a suspension is permitted only when other corrective actions have failed to bring about the proper conduct. However, prior corrective action is not a prerequisite if a student's presence would cause a danger to persons or property, or threaten to disrupt the instructional process. Ed. Code 48900.5. Expulsion for these offenses are limited to situations in which the Executive Director or School Leader has made a recommendation based on a finding that one of these enumerated offenses was committed, and there is a finding by the board (or a properly empowered committee thereof) that either: (a) other means of disciplining are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the presence of the student would cause a continuing danger to someone's personal safety. Ed. Code 915(e).

Additional Offenses Identified by Statute

- **Electronic Signaling Device:** Pursuant to Ed. Code 48901.5, KIPP Elementary School #5 forbids the possession of electronic signaling device, including cell phones and pagers while on school grounds, while attending school sponsored activities, or while under the supervision and control of school employees.
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed. Code 48900(o)) Pursuant to Ed. Code 48900, a violation could provide grounds for suspension.
- **Soma:** Offering, selling or negotiating to sell the prescription drug Soma. Ed. Code 48900(p).
- **Hazing:** It is a violation to engage in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed. Code 48900(q) and 32050-32052). Hazing includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any pupil or other person attending KIPP Elementary School #5. (Hazing shall not include customary athletic events or other similar contests or competitions. No student, or other person in attendance at KIPP Elementary School #5 shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or resulting in physical or mental harm to any fellow student or person attending KIPP Elementary School #5.
- Pursuant to Ed. Code 48900, a violation could provide grounds for suspension.

- Bullying: Ed. Code 48900(r) prohibits acts of bullying that are directed specifically toward a student or school personnel, including bullying by means of an electronic act (cyber bullying).
- Vandalism/Malicious Mischief: Prohibited conduct includes defacing, damaging or destroying any school property including, books, supplies of all kinds, equipment, buildings and grounds. Parents can be held financially liable for damages up to \$10,000 and can also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed. Code 48904).

Student Conduct Requiring Expulsion

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

- Possessing, selling or otherwise furnishing a firearm when a KIPP Elementary School #5 employee verified firearm possession
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault or committing sexual battery
- Possession of an explosive

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

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

If there is a recommendation for expulsion based on a violation of the offenses identified in Ed. Code 48915(a)(1)-(5), the governing board or its designated committee may – but is not required to – expel based on a finding that the student committed the offense and either: (a) other means of disciplining are not feasible or

have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the presence of the student would cause a continuing danger to personal safety. See, Ed. Code 48915(b). The governing board or its designated committee shall decide within three school days of the hearing whether or not to approve the recommendation to expel.

Procedures Governing Student Suspension or Expulsion

(Ed Code § 47605(b)(5)(J))

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law.

Procedures in Cases Potentially Involving Suspension

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

Step Two: Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the school leader, student, and parent/guardian, in which the student and parent/guardian shall be informed of the reason for the suspension and the facts and findings surrounding the incident. At the time of any suspension conference, the School will make a reasonable effort to include the student's parent/guardian in person or by telephone.

Step Three: The School leader determines if a suspension is to be imposed and, if so, the appropriate length (up to five school days). In the event that a teacher suspends a student, the teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible.

Step Four: A Notice of Suspension Form is prepared for the student and parents with the specific offense committed and the date of return. A copy of this form is also sent to the KIPP Los Angeles office and placed in the student's cumulative file at the school. Arrangements are made for interim educational assignments, including missed school and homework, to be available for pick-up at the school during the duration of the suspension.

Step Five: The School leader determines whether the offense warrants a report to law enforcement authorities.

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

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

Step Six: The School leader or a designee informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student may be suspended other than for use and possession of tobacco products. The information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to the school (Ed. Code 49079).

Appeals Process: A student or the student’s parents/guardians may appeal an out-of-school suspension that is imposed upon a student for his/her school related offenses. An appeal in writing may be made to KIPP Los

Angeles and directed to the Executive Director or his/her designee. The student and his/her parent/guardian shall receive notice of the appeal hearing within ten days of receipt of the request. Such appeals shall be resolved with a written response within fifteen (15) school days. After appeal at the KIPP Los Angeles administrative level, if further review is desired, the appeal may be extended to the KIPP Los Angeles board of directors for resolution with a written response within 20 school days. Any School Leader or other school personnel involved with the recommendation of suspension may shall not participate in any vote by the governing board concerning such an appeal. If an appeal is denied, the parent may place a written rebuttal to the decision in the student's file. As addressed in Ed Code 48903(a), the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year or 10 schooldays for students with IEPs, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

Procedures in Cases Potentially Involving Expulsion:

Definition: Expulsion is the involuntary removal of a student from all schools and programs of KIPP Los Angeles for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature and mandatory grounds for expulsion, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the KIPP Los Angeles Board of Directors or a specially designated committee thereof.

Step One. In the event that a student is recommended for expulsion from KIPP Elementary School #5 by the Executive Director or his/her designee, the School shall promptly provide written notice to the student and parents / guardians of the rights and responsibilities enumerated in Education Code section 48918, including the basis for a recommendation to expel, the right to a public hearing, as well as the date, time and location of such a hearing.

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

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

Step Four: An expulsion hearing is held before a designated subcommittee of the KIPP Los Angeles board of directors.¹⁰ In connection with such a hearing, no School Leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the governing board or designated committee thereof. The hearing will follow the procedures identified in Ed. Code 48918, and the student shall have the right to be represented by an advocate. (The student's advocate can be any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing.) The student and his/her advocate may present their evidence and arguments, question witnesses, call witnesses, and present materials to the board for consideration. A record of the hearing will be made and, if necessary, a translator will be present at the hearing.

Step Five: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Step Six: Within three school days after the hearing, the KIPP Los Angeles board designated subcommittee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no School Leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the governing board or designated committee thereof. Any decision to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the board. Any decision to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing. In the case of expulsion, the parent/guardian will enroll the student in another school and KIPP Elementary School #5 shall immediately notify the Charter Schools Division of the Los Angeles Unified School District of the expulsion and shall provide the District with a copy of the cumulative record of the pupil, including a transcript of grades or report cards, and health information. Parents have the right to appeal expulsions to the full board of KIPP LA. A parent must submit an appeal within 10 days of being informed of the expulsion decision by the board's subcommittee.

The designated subcommittee of the KIPP Los Angeles board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to another school or class for the rehabilitation of the pupil. The

¹⁰ The Student Disciplinary Procedures Committee is currently comprised of the following members: Reginald Greene, School Leader, KIPP Philosophers Academy; Angella Martinez, Chief Academic Officer, KIPP LA Schools; Amber Young Medina, Principal, KIPP Raíces Academy; Tiffany Moore, School Leader, KIPP Scholar Academy; Frank Reddick, Chair, KIPP LA School Board of Directors; and Chelsea Zegarski, Assistant Principal, KIPP Raíces Academy.

rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the KIPP Los Angeles board's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Procedures in Cases Involving a Suspension Pending a Hearing to Expel

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

District Required Language

KIPP Elementary School #5 shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

KIPP Elementary School #5 shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

KIPP Elementary School #5 shall be responsible for the appropriate interim placement of students during and pending the completion of KIPP Elementary School #5's student expulsion process.

KIPP Elementary School #5 will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter School will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, KIPP Elementary School #5 shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

KIPP Elementary School #5 shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from KIPP Elementary School #5, KIPP Elementary School #5 shall forward student records upon request of the receiving school district in a timely fashion. KIPP Elementary School #5 shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

-pupil's last known address

- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
- student's current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, KIPP Elementary School #5 must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, KIPP Elementary School #5 must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability; B) Was the misconduct a direct result of the KIPP Elementary School #5's failure to implement 504 Plan?

Outcome Data

KIPP Elementary School #5 shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from KIPP Elementary School #5 shall be given a rehabilitation plan upon expulsion as developed by KIPP LA Schools' governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the KIPP Elementary School #5 for readmission.

Readmission

KIPP Elementary School #5's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, KIPP Elementary School #5's governing board shall readmit the pupil, unless KIPP Elementary School #5's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the

procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

The Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. KIPP Elementary School #5 is responsible for reinstating the student upon the conclusion of the expulsion period.

Special Education Students

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, KIPP Elementary School #5 will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and KIPP Elementary School #5 an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, KIPP Elementary School #5's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of KIPP Elementary School #5's failure to implement 504?

Gun Free Schools Act

KIPP Elementary School #5 shall comply with the federal Gun Free Schools Act.

ELEMENT 11: RETIREMENT PROGRAMS & STAFF ISSUES

KIPP Elementary School #5 will participate in Social Security and a 401K plan. KIPP Elementary School #5 will not participate in STRS or PERS. Positions to be covered by Social Security and a 401K include all full-time certificated teaching and non-certificated positions. KIPP LA Schools Chief of Employee Solutions and Legal Affairs will be responsible for ensuring that appropriate and timely arrangements for coverage have been made. KIPP Elementary School #5 accepts and understands its obligations to comply with specific sections of the Education Code Section 47611. KIPP LA Schools will determine the process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year on an annual basis and communicate this to KIPP LA staff.

ELEMENT 12: ATTENDANCE ALTERNATIVES

Pupils who choose not to attend KIPP Elementary School #5 may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13: EMPLOYEE RIGHTS

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

ELEMENT 14: DISPUTE RESOLUTION

Complaints Alleged by Parents, Students, and Employees

The following complaint procedure outlines the steps to be used by parents or guardians who have questions or concerns about the actions of a teacher, staff member, or principal at a KIPP LA school. Families and staff are encouraged to resolve problems collaboratively and respectfully. Teamwork, respect, and prompt resolution of conflicts are very important to KIPP LA Schools.

Resolution of concerns should always start with the person with whom the complainant has a concern. If the problem or conflict is unresolved, it is essential that the School Leader be included in the process of resolving concerns.

Step 1: Contact the teacher or staff member involved. Try to discuss over the phone or have a face-to-face conference at a time that is mutually agreeable. Remember that such meetings should not interfere with the teacher's instructional time nor disrupt order at the school.

Step 2: If the concern is not resolved in Step 1, contact the School Leader. Be prepared to give details about the concern and steps that have been taken to resolve the problem. The School Leader and the complainant shall attempt to resolve the dispute informally.

Step 3: If the problem is not resolved informally, the School Leader will set up a formal meeting to discuss the issue with the involved parties within 30 days. The School Leader shall consider all the facts and arrive at a resolution of the complaint.

Step 4: If the complainant is dissatisfied with the School Leader's decision, the complainant may contact the Executive Director. Be prepared to give details about the concern and steps that have been taken to resolve the problem. The Executive Director will set up a formal meeting to discuss the issue with the Executive Director, School Leader and the complainant within 30 days. The Executive Director shall consider all the facts and arrive at a resolution of the complaint. The Executive Director shall not get involved in a complaint until steps one through three have been completed.

Step 5: If the complainant is dissatisfied with the Executive Director's decision, the complainant may petition the KIPP LA Schools Board of Directors in writing, using the Complaint Against an Employee of KIPP LA Schools form. The Board will not get involved until steps 1 through 4 have been attempted. If the Board receives a complaint prior to the completion of Steps 1-4 it will inform the Executive Director and provide him/her with the relevant information.

Step 6: An Appeals Ad hoc committee of the Board of Directors shall review the complaint. After considering all the facts and circumstances, the Appeals Ad Hoc Committee shall determine how best to resolve the matter and send written confirmation of such resolution to the complainant. To reach such resolution, the Appeals Ad Hoc Committee, if deemed necessary, may (1) contact the complainant by phone to discuss the complaint; and/or (2) issue a request to meet with the complainant to discuss the complaint in person. The Appeals Ad Hoc Committee shall attempt to resolve the matter within 30 days of receipt of the complaint, and shall send the complainant written confirmation of the resolution.

Step 7: If the complainant is dissatisfied with the Appeals Ad Hoc Committee's decision, the complainant may petition the Board Chair in writing within 30 days of the Appeals Ad Hoc Committee's written resolution described in step 5. The Board Chair shall review the complaint and send written confirmation of the resolution to the complainant within thirty days. The Chair's decision shall be final.

Disputes Within KIPP LA Schools, KIPP Elementary School #5, or Between KIPP LA Schools and KIPP Elementary School #5, or Between KIPP LA Schools and LAUSD

The staff and governing board members of KIPP Elementary School #5 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and KIPP Elementary School #5, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and KIPP Elementary School #5 shall be resolved in accordance with the procedures set forth below:

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

To Charter School:	KIPP Elementary School #5
c/o School Director	[Address of the School TBD]]
[Redacted]	
To Director of Charter Schools:	Charter Schools Division
	Los Angeles Unified School District
	333 South Beaudry Avenue, 20 th Floor
	Los Angeles, California 90017

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

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

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

ELEMENT 15: EMPLOYER STATUS & COLLECTIVE BARGAINING

KIPP Elementary School #5 is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

As such, KIPP Elementary School #5 will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from the Los Angeles Unified School District for bargaining purposes.

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

In the event of the school closing, employees of KIPP Elementary School #5 will no longer be employees of KIPP LA Schools; however, they will be eligible for consideration for employment at other KIPP schools in the Los Angeles area.

ELEMENT 16: SCHOOL CLOSURE PROCEDURES

Revocation

The District may revoke the charter if KIPP Elementary School #5 commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of KIPP Elementary School #5 if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

- KIPP Elementary School #5 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- KIPP Elementary School #5 failed to meet or pursue any of the pupil outcomes identified in the charter.
- KIPP Elementary School #5 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- KIPP Elementary School #5 violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify KIPP Elementary School #5 in writing of the specific violation, and give KIPP Elementary School #5 a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

***Closure Action**

The decision to close KIPP Elementary School #5 either by the KIPP LA Schools governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

***Closure Procedures**

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

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing

entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of KIPP Elementary School #5 will be issued by KIPP Elementary School #5 within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by KIPP Elementary School #5 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by KIPP Elementary School #5 by registered mail within 72 hours of the decision to Closure Action. KIPP Elementary School #5 shall provide a copy of this correspondence to the ICSD.

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

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by KIPP Elementary School #5 by registered mail within 72 hours of the decision to Closure Action. KIPP Elementary School #5 shall provide a copy of this correspondence to the ICSD.

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

1. The effective date of the closure

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

3. The students' school districts of residence

4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

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

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

School and Student Records Retention and Transfer

KIPP Elementary School #5 shall observe the following in the transfer and maintenance of school and student records:

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

student records.

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

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

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

Financial Close-Out

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

KIPP Elementary School #5 shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

The financial closeout audit of the Charter School will be paid for by KIPP Elementary School #5. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred KIPP Elementary School #5 will be the responsibility of KIPP Elementary School #5 and not LAUSD. KIPP Elementary School #5 understands and acknowledges that KIPP Elementary School #5 will cover the outstanding debts or liabilities of KIPP Elementary School #5. Any unused monies at the time of the audit will be returned to the appropriate funding source KIPP Elementary School #5 understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which KIPP Elementary School #5 participates, and other categorical funds will be returned to the

source of funds.

KIPP Elementary School #5 shall ensure the completion and filing of any annual reports required. This includes:

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

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

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

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the

closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

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

The KIPP LA Schools Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end KIPP Elementary School #5's right to operate as a Charter School or cause KIPP Elementary School #5 to cease operation. KIPP Elementary School #5 and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

***Facilities**

Proposed Charter School Location __[TBD] _____

Names of District school sites near proposed location: Brooklyn Ave. ES, Hamasaki ES, Humphreys ES, Ford Blvd. ES

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

District-Owned Facilities: If KIPP Elementary School #5 is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, KIPP Elementary School #5 shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition KIPP Elementary School #5 will occupy and use any LAUSD facilities, KIPP Elementary School #5 shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

KIPP Elementary School #5 agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent KIPP Elementary School #5 from conducting its educational programs. If KIPP Elementary School #5 will share the use of LAUSD facilities with other LAUSD user groups, KIPP Elementary School #5 agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

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

- Use. KIPP Elementary School #5 will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to KIPP Elementary School #5.

- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to KIPP Elementary School #5 for use. KIPP Elementary School #5, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than KIPP Elementary School #5 shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.

- (i) Pro Rata Share. LAUSD shall collect and KIPP Elementary School #5 shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments. Generally, KIPP Elementary School #5 shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or KIPP Elementary School #5's legal or equitable interest created by the use agreement.

· Maintenance & Operations Services. In the event LAUSD agrees to allow KIPP Elementary School #5 to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by KIPP Elementary School #5.

(i) Co-Location. If KIPP Elementary School #5 is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and KIPP Elementary School #5 shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant. If KIPP Elementary School #5 is a sole occupant of LAUSD facilities, LAUSD shall allow the KIPP Elementary School #5, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and KIPP Elementary School #5 shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

· Real Property Insurance. Prior to occupancy, KIPP Elementary School #5 shall satisfy those requirements to participate in LAUSD's property insurance or, if KIPP Elementary School #5 is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. KIPP Elementary School #5 shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF KIPP Elementary School #5 is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective

actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.