

## **MATERIAL REVISION TO CHARTER OF KIPP COMIENZA COMMUNITY PREP**

This Material Revision to the Charter of KIPP Comienza Community Prep (“Material Revision”) is made between Los Angeles Unified School District (“District”), a California public school district, and KIPP LA Schools, a California non-profit corporation, (“Parties”) operating a California public charter school known as KIPP Comienza Community Prep (“Charter School” and/or “KCCP”).

This Material Revision is to be read in conjunction with and shall expressly revise the Charter of [insert full name of Charter School] approved by the Los Angeles Unified School District Board of Education on **January 13, 2015** (“Charter”). The effective date of this Material Revision is the date of approval by the Board of Education.

A. WHEREAS, Parties agree to materially revise the Charter, and where required, its Bylaws, to reflect changes to the Charter as noted below.

B. WHEREAS, District and Charter School jointly agree to revise certain provisions of the Charter to reflect District policy and applicable state and federal laws, statutes, and regulations.

C. WHEREAS, the Board of Directors of KIPP LA Schools (“Board”) at their December 3, 2015 meeting, approved the addition of grades 5 through 8 to grades served by KIPP Comienza Community Prep and an addition or a co-school leader to ensure that the needs of students in the upper grades are adequately met.

D. WHEREAS, KIPP LA Schools’ Board believes that the additional grades will provide continuity for current fourth grade students at the same school rather than travel up to 7 miles to attend a middle school.

NOW, THEREFORE, the parties hereby acknowledge the adequacy of the consideration given for this Material Revision and, notwithstanding any provision to the contrary set forth in the Charter, the parties hereto expressly agree as follows:

1. **Grades Configuration and Educational Program**: All references in the Charter to the grade configuration or students served as Kindergarten through fourth grades shall be deleted and replaced with **K to 8th** grades. Likewise, the educational program and related components shall be materially revised to reflect grades Kindergarten through 8th.

2. **Enrollment Capacity**: All references in the Charter to the projected enrollment or enrollment capacity of the Charter School as “550” shall be deleted and replaced with **995**. Further, the table titled “**Figure 7: KCCP Projected Student Enrollment:**” on page 17 of the Charter shall be deleted and replaced with the table titled “Additional Enrollment Plan” on page 3 of this Material Revision. All other related provisions shall likewise be revised to align with 995 students.

3. **Element 5: Employee Qualifications**: The Charter, including organizational charts in Figures 21 and 23, shall be revised to reflect the positions of Co-School Leaders. Specifically, Element 5 shall be revised to include the following provisions:

“KCCP’s leadership team is led by Co- School Leaders who report to the Managing Director of Schools. The Managing Director of Schools reports to the Chief Academic Officer. The School Leaders are charged with running the school and overseeing all aspects of the school from academic achievement to operational compliance to family engagement. One School Leader will be charged with leading grades k- 4 and the other grades 5-8.”

4. Specific revisions to the Charter are noted in the attached sections starting at page 1 of this document.

5. **Budget:** Prior KCCP Budget submitted for the 2015-2016 shall be replaced with the updated FY 2016 KCCP 3-year budget and financial projections attached herewith as “Attachment A.”

6. **Updated District Required Language:** The Charter shall be revised to update District Required Language attached herewith as “Attachment B’ and as part of this Material revision.

7. The Charter School warrants that it is/is operated by a non-profit corporation in good standing in the State of California.

8. All other provisions of the Charter shall remain in effect.

IN WITNESS WHEREOF, the parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: March\_\_\_\_, 2016

KIPP COMIENZA COMMUNITY PREP  
 (“Charter School”)

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of KIPP Comienza Community Prep

DATED: March\_\_\_\_, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT  
 (“District”)

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of Los Angeles Unified School District

**Attachments:**

- A.** FY16 KCCP 3YR Budget.
- B.** District Required Language for Independent Charter School Petitions (New and renewal) and Material Revisions 2015-2016, Updated October 5, 2015.

## Element 1: The Educational Program

The following provisions shall replace Element 1 of the Charter:

<b>GENERAL INFORMATION</b>	
• The contact person for Charter School is:	Shirley Appleman
• The contact address for Charter School is:	6410 Rita Ave, Huntington Park, CA 90255
• The contact phone number for Charter School is:	323-589-1450
• The proposed address or target community of Charter School is:	6410 Rita Ave, Huntington Park, CA 90255 •
• This location is in LAUSD Board District:	5
• This location is in LAUSD Local District:	South
• The grade configuration of Charter School is:	K-8
• The number of students in the first year will be:	665
• The grade level(s) of the students in the first year will be:	K-5
• Charter School's scheduled first day of instruction in 2015-2016 is:	Aug. 16. 2016
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	995
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	Regular Instruction is 8:00AM- 3:00PM, with up to three hours of supplemental instruction before and after regular instruction ends  Early Dismissal for personal development will be from 8:00AM- 1:00PM on Thursdays for lower school and Mondays for upper school
• The term of this Charter shall be from:	July 1, 2015 to June 30, 2020

*The following provisions shall be added into Element 1 of the Charter:*

**Student population to be served**

KIPP Comienza Community Prep will add grades 5, 6, 7 and 8. KCCP will serve up to a 490 upper grade students from the Huntington Park area for a total enrollment of 995 in grades K-8. KIPP LA Schools has been working closely with a third party real estate development organization in a search for permanent facilities for KIPP Comienza Community Prep. The search for permanent facilities has been a dual search in that we are looking for a site that can accommodate 5 - 8 and K - 4 separately or can accommodate K - 8 the same campus to maximize our potential for securing adequate facilities for the school as it grows. KIPP LA Schools and the developer have identified potential site(s) for a permanent campus, however, at this time the site(s) cannot be disclosed due to a strict confidentiality agreement. The potential site(s) are within close proximity of Comienza’s current location to accommodate the needs of our student and families.

KIPP Comienza has applied for and been awarded a Prop 39 space for the 2016-17 school year that would accommodate a grade level. In addition, KIPP LA Schools continues to seek alternative third-party temporary space for the additional grade level that would accommodate the growth in students until the permanent location is completed.

<b>ADDITIONAL ENROLLMENT PLAN</b>				
<b>Academic Year</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
Fifth Grade	115	115	115	115
Sixth Grade	0	115	115	115
Seventh Grade	0	0	110	110
Eighth Grade	0	0	0	105
Total with grades K-4	665	780	890	995

Surrounding Schools Demographic and Performance Data for Middle Schools

Surrounding Schools Demographic and Performance Data														
Address: Huntington Park, CA 90255														
LAUSD Schools	# of Students [2013-14]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	[2012-13] Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	[2011-12] API 3 Year Average	[2012-13] API Statewide Rank	[2012-13] API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Gage Middle School	1,864	92.1%	11.9%	20.5%	99.2% Latino	0.4% White	0.1% Black	696	Yes	No	677	1	1	Watch
Nimitz Middle School	1,975	89.6%	10.8%	17.1%	99.4% Latino	0.3% White	N/A	738	Yes	No	720	3	4	Watch
Walnut Park MS	504	96.4%	7.9%	21.8%	99.8% Latino	0.2% Black	N/A	649	N/A	N/A	N/A	1	1	Watch
Elizabeth Learning Center	1,786	88.1%	10.1%	31.4%	97.5% Latino	0.8% Black	0.8% White	720	No	No	719	3	7	Service and Support
South Gate Middle School	2,320	90.1%	10.3%	17.1%	98.8% Latino	0.4% Black	0.03% White	722	No	No	713	2	2	Watch
Edison Middle School	1199	93%	11%	25%	97% Latino	2% Black	N/A	716	Yes	No	690	2	6	Service and Support
Charter Schools														
Aspire Centennial College Prep. Academy	305	99%	13.4%	22%	100% Latino	--	--	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Prepa Tec Los Angeles	247	96.7%	8.9%	20.7%	100% Latino	--	--	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## Instructional Design

At KIPP Comienza, we believe in the power of differentiated small group instruction to meet the diverse learning needs of our students. To best meet the needs of our students, Comienza will continue to implement small group instruction for grades five through eight in multiple ways based on grade level and subject. As students progress through grade levels, students may have departmentalized classes where they receive core instruction through more than one teacher. For example, this may look like four classes where students rotate: ELA, Math, Science and Social Studies or cored classes where students rotate between two classes: ELA/Social Studies and Math/Science. Regardless of the type of schedules for each grade, we will ensure proper credentials and proper assignment of our teachers. Additionally, all elective teachers will incorporate best practices related to the teaching and learning of literacy into non-core instructional plans. With an emphasis on workshop model instruction, all educators at KCCP will be able to teach word study, targeted reading and writing strategies and guided reading in small groups daily, ensuring that we meet the needs of all students. When students are not with a teacher, they will be practicing reading skills on adaptive software programs on Chromebooks or engaged in literacy centers. Starting in fifth grade, KCCP will implement Achieve3000, an adaptive software program, into literacy rotations to push students further, faster. In addition to the Readers and Writers Workshop model that will be instituted beginning in grade five, when students enter the 6th grade, they will begin the College Board's SpringBoard curriculum for English Language Arts in preparation for Advanced Placement courses in high school. The SpringBoard curriculum for English Language Arts is predicated upon the following:

- **Focused instructional design:** Based on the "Understanding by Design" model, SpringBoard's scaffolded instruction is built around embedded assessments that are back-mapped to specific standards and learning targets.
- **An emphasis on learning strategies:** Students learn how to use a methodical approach to learning new content. They are equipped with a range of strategies and can choose the one most suited to a particular task or their learning style.
- **Connections to Advanced Placement:** Aligned with the skills and knowledge identified in AP course descriptions, SpringBoard helps students prepare for college-level work. Many of SpringBoard's writers teach both AP and SpringBoard courses.

For 5th grade math, the teacher will teach small group math lessons, ensuring all students receive targeted and differentiated instruction. In sixth through eighth grades, math courses will be differentiated in order to allow for more flexible scheduling based upon appropriate grouping based upon students' math levels, propagating an advanced math pathway in preparation for students to take honors and Advanced Placement mathematics courses in high school. In preparation to be successful in this accelerated math pathway, in grades 5 and 6, mathematics instruction will be guided by the tenets of Cognitively Guided Instruction (CGI), that is built upon two major theses:

- Children bring an intuitive knowledge of mathematics to school with them and this knowledge should serve as the basis for developing formal mathematics instruction in primary school. This thesis leads to an emphasis on assessing the processes that students use to solve problems.
- Math instruction should be based on the relationship between computational skills and problem solving, which leads to an emphasis on problem solving in the classroom instead of the repetition of number facts (e.g., practicing the rules of addition and subtraction).

In grades 6 through 8, mathematics instruction will include, not only the College Board's SpringBoard mathematics curriculum (which is vertically aligned from grade 6 through precalculus so that all students benefit from coherence, rigor, and a consistent culture of high expectations), but also CPM (College

Preparatory Mathematics), in order to prepare all students for honors and AP mathematics courses in high school.

Through the thoughtful integration of literacy (including digital literacy), experiential learning experiences and collaborative learning opportunities, KCCP's teacher will effectively prepare all students for rigorous work, not only in grades five through eight, but as they transition to competitive, highly selective high schools. Teachers will provide targeted instruction to meet the needs of all students and will accelerate their learning, using print and digital texts, technology, and field lessons as tools and resources to bolster students' foundational skills, deepen their understanding, and provide collaborative learning opportunities. Our students will also work independently at their own pace, reinforcing a sense of personal responsibility for their learning.

During enrichment in 5th grade, students will receive instruction in digital literacy in an effort to further refine their literacy skills in the areas of reading, writing, listening and speaking, with an emphasis on equipping all students to be ethical, confident, and empowered digital citizens. In grade 5, students will utilize curriculum such as LEGO® Education StoryStarter. Built on Common Core and state standards, the unique LEGO set, curriculum, and software help kick-start creativity and boost reading, writing, speaking, and listening skills. Learners work together to create and build stories with LEGO bricks and figures and then use the unique StoryVisualizer software to photograph, write, and publish their stories. StoryStarter provides an innovative way of teaching a wide range of essential skills, including:

- Literacy skills, including writing, language, and reading comprehension abilities.
- Communication skills, including speaking, listening, and presentation capabilities.
- Collaboration and teamwork skills.
- Digital literacy skills via the unique StoryVisualizer software.

During enrichment in 6th grade, students will participate in a quarterly rotational model with course offerings such as:

- Storybird: Designed to allow students to work collaboratively in creating art-inspired stories to share and save. Students choose from art hosted on the site and build a story around those images that can then be shared with teachers, families, and classmates. It encourages creativity and is a web tool that supports working collaboratively.
- Coding: Through this class, KCCP students will focus on the Next Generation Science Standards through an engineering lens, as well as build their California Common Core technology skills. They will understand how computer programs work, so they have proper understanding of how technology works. They will also apply their science knowledge to create engineering projects. Through their Engineering and Coding enrichment programs, they will strengthen their mathematical skills and spatial reasoning. Students will also be encouraged to explore various ways to solve different problems
- Arts Enrichment: Students will participate in culturally relevant artistic programs such as folklorico and mariachi in order to celebrate their cultural origins and to create a space for artistic creativity and self-expression.



As students enter the 7th and 8th grade, in addition to the courses outlined above, enrichment will also include service learning opportunities, a digital school newspaper, yearbook, and additional arts-focused enrichment classes.

### **How Learning Best Occurs**

Implementing a high-quality instructional program is paramount to KIPP LA Schools' 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 KCCP'S approach to high quality instruction:

1. **Quality Instruction is Standards Based.** KIPP Comienza Prep 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 Common Core 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 Comienza Prep 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 Comienza Prep 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 Comienza Prep combines the Common Core standards with the pedagogies that have proven successful in established KIPP LA 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 Comienza Prep defines culture as a necessary dimension towards academic

achievement. Therefore, it is incumbent upon the staff of KIPP Comienza Prep 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 Comienza Prep, 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 Comienza Prep embraces innovation as essential for ensuring the high caliber 21st century education promised to every KIPP LA Schools 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 workshop model learning, best practices in literacy (including digital literacy), experiential learning opportunities, and partnerships to engage parents and community organizations in our curriculum and student achievement goals. Teachers will identify opportunities to leverage these resources 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 Through College

At KIPP LA Schools, our mission is to ensure student success through college graduation. While our current school will serve K- 8 grades, KIPP Through College (KTC) will continue to support students who complete the eighth grade at KIPP Comienza on their journey to remain on the path to college.

The mission of KIPP Through College (KTC) is to empower KIPP LA Schools alumni to continue to use their KIPP-learned intellectual habits, knowledge, and character traits in their current school and in life to attend and complete college as well as further their communities. The fundamental goal of the KIPP Through College program is to ensure that more than 80 percent of KIPP LA Schools alumni go on to college and become successful in life. Of 110 8<sup>th</sup> grade KIPP LA students from the high school graduating class of 2011, 11 students have graduated college in four years. At KIPP LA Schools, we measure college completion rate within 6 years and anticipate having a higher graduation rate in 2017. Our current 10% college graduation rate within 4 years is higher than the current percentage of college graduates living in the area of 9.3% as reported in Figure below.

Characteristic	90001	90002	90255	Average
Population/sq. mile	163,08	16,729	20,190	17,838
# Square Miles	3.5	3.06	3.72	3.43
Poverty Rate				
Under 18 years	41.4%	43.3%	35.7%	39.6%
18 - 64 years	25.7%	26.8%	22.3%	24.6%
Unemployment Rate				
Male	39.7%	43.0%	30.7%	37.8%
Female	48.7%	38.1%	36.7%	41.2%
Educational Attainment 25 years or older				
Less than High School Graduate	28.5%	28.6%	26.6%	27.7%
High School Graduate (includes equivalency)	22.7%	26.4%	18.8%	22.1%
Some College or Associate's Degree	17.3%	22.6%	14.7%	17.7%
Bachelor's Degree or Higher	7.4%	13.8%	7.7%	9.3%

Our KIPP Through College program offers a range of services to KIPP LA’s alumni. Our services are provided in three major areas:

*In grades 5-8*

The KIPP Through College program begins by assisting KIPP LA students and their families with the high school placement process. Beginning in fifth grade, KIPP LA families know the crucial role grades five – eight play in their child’s trajectory to and through college. High School Placement advisors work closely with students and families to assist them during the high school application and admission process, with the aim of identifying the college preparatory high school that best fits each student's individual strengths and interests.

*In high school:*

The focus on college is even more intentional when KIPP LA Schools alumni begin high school. While in high school, KIPP Through College provides support to alumni in the following areas: academic advising, standardized testing preparation, college tours, college admissions and application assistance, scholarship support, and financial literacy.

*In college:*

KTC not only supports students on their journey to college, but also supports them while they work towards college graduation. KTC advisors visit students on their college campuses, as well as keep in touch via email and phone. Counselors discuss academic progress, financial aid, social pressures, and internship and career options. During holidays and breaks, KIPP hosts events for students while they are back in their hometowns.

## **Creating Self Motivated, Competent, Lifelong learners**

At KIPP Comienza Community Prep our students will leave eighth grade with the literacy, critical-thinking, and problem solving skills to realize their full potential. They will have grown from ten year olds who are learning to discuss thematic elements with a partner to thirteen year olds who not only engage in powerful Socratic Seminar discussions, but also tackle challenges with grit and zest and constantly find ways to make their world a better place. They will have built the foundation on which they will grow and continue to grow as learners and citizens. KIPP Comienza Community Prep students will be strong, inquisitive readers and leaders, who research topics of interest to them and then share their findings with others. For example, they may be found researching different recycling programs, designing a program for KCCP and then spearheading the initiative at school. Teachers and parents will describe them as dedicated and caring students, who do what is right even when nobody is looking. KIPP Comienza Community Prep students will also be scientists and mathematicians. They will be curious and ask questions such as, "What might happen if we tried \_\_\_\_\_?" and "How do you think we could tackle this challenge?" They will use their scientific and mathematical knowledge to code computers and problem solve from the viewpoint of engineers and scientists. They will be prepared with the thinking and social capital needed to excel in high school, college, and beyond.

When our students leave KCCP, they will be excited to make new friends and collaborate on projects wherever they go. Curiosity will drive them to delve deeply into new content and try new electives. When a class or project becomes difficult, they will have the *ganas* to see it through. They know that hard work will help them accomplish their goals. They will show love in all they do because they understand the importance of building relationships in order to create a strong, bonded community. Future teachers and professors will describe them as social innovators who lead with integrity and demonstrate excellence in thought and action. Their colleagues and friends will think of them as dependable and dedicated, as well as full of zest and strength. With a strong foundation in academics, as well as character, they will be leaders who are prepared to positively impact the world.

Additionally, many aspects of our instructional model will encourage students to take responsibility for their learning. For example, workshop model learning will provide students with ample opportunities to drive their learning, both online with adaptive software programs that push students to the next level, and independently

through reading and math completion goals. Students will set goals across other subjects as well; during Reader’s Workshop students will set goals around the number of books they want to read each week. In fifth through eighth grade, students will set goals around their performance on bi-weekly assessments and then reflect on their actual performance. By giving all students the opportunity to learn independently, KCCP will jump-start their motivation to learn and achieve. Ultimately, our students will help to build a strong legacy of literacy, collaboration and love of learning within their communities. Through the strong identity they develop at KIPP Comienza Community Prep, they will drive their learning to and through college and beyond.

### **Curriculum and Instruction**

The KIPP Foundation’s Pillar Power to Lead means that KIPP LA Schools’ school leaders are allowed to independently make curriculum decisions in the best interest of their students. Therefore, KCCP retains the right to select grade appropriate research-based, common core state standard aligned curricula that may include, but are not limited to, the instructional programs for 5<sup>th</sup> – 8<sup>th</sup> grade listed in the figure below. KCCP will adjust its curriculum for all grades, including upper grades, based on research and student achievement data. For example, if it is deemed that a particular curriculum is not delivering the desired results, after careful reflection, research, and analysis, KCCP may choose to replace that curriculum with one that it believes will better enhance student learning and achievement.

#### **Grades K- 4**

<b>English Language Arts</b>	Core Knowledge Word Wise Vocabulary Program KIPP Wheatley Portfolio Scholastic Guided Reading
<b>Math</b>	enVisionMath® California 2008 Investigations, TERC® 2006 Singapore Math Eureka Math
<b>Science</b>	Full Option Science System (FOSS) Science and Technology for Children® (STC) Houghton Mifflin Science
<b>Social Studies</b>	Teacher created materials

#### **Grades 5-8**

<b>English Language Arts</b>	Lucy Calkins’ Units of Study for Writing, Lucy Calkins’ Units of Study for Reading, Teacher’s College Readers/Writers Workshop Curricular Calendars, Fountas and Pinnell Leveled Literacy Intervention (LLI), Achieve3000, Accelerated Reader, Words Their Way, Compass Learning, Close Reading Toolkits (KIPP), Guided Reading Toolkits (KIPP), Springboard (College Board)
<b>Math</b>	Eureka Math, Singapore Math, Cognitively Guided Instruction (partnership with UCLA), Dreambox, ST Math, Compass Learning, Springboard (College Board), CPM

<b>Science</b>	Delta Full Option Science System, Houghton Mifflin California Science, Macmillan/McGraw-Hill California Science, Scott Foresman California Science Model Inquiry (partnership with UCLA)
<b>Social Studies</b>	Taught through Read Alouds and teacher-created units, DBQ

KIPP Comienza Community Prep has selected each of these instructional programs for our upper grades due to its comprehensive nature and alignment with the CCSS for ELA and math, the Next Generation Science Standards, and California Content standards for all other applicable subjects. Each program includes teaching approaches to differentiate instruction, and meet the needs of English Learners. Reputable publishers with a record of successful implementation with the student population KCCP will serve created each program.

KIPP Comienza Community Prep will select curriculum, materials, and instructional activities through the input of the teachers in each grade level as well as an instructional vetting process conducted by members of the Leadership Team (in order to ensure that the curricular choices are aligned to the instructional vision, are culturally responsive, and meets the needs of all learners in preparation for rigorous coursework in high school and beyond). The Leadership team will assess the quality of presented materials using the following materials alignment toolkit resources: Instructional Materials Evaluation Tool (IMET), EQuIP Quality Review Rubric, Assessment Evaluation Tool (AET), and Assessment Quality Criteria Checklists (Achieve the Core). 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, KCCP plans to incorporate standards-based online learning programs to supplement instruction in core subjects. Through rigorous and engaging online content for upper grades, such as (but not limited to) Compass Learning, ST Math, Accelerated Reader, and Achieve3000, students will be able to access individualized instruction at their level to practice what they’ve learned in class and strengthen their 21<sup>st</sup> century computer literacy skills through sustained daily usage of computer hardware and software. When selecting online learning content, the upper school School Leader will consider academic rigor, student engagement, and program alignment to the Common Core and Next Generation Science standards.

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

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

*Supplemental Materials:*

Program/Supplemental Resource	California Content Standard Strand (the program/supplemental resource supports)
Susana Dutro’s Focused Approach -Systematic ELD Instructional Units and Support Kit	<ul style="list-style-type: none"> <li>-K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</li> <li>-K – 4 English Language Arts: Reading Comprehension</li> <li>-K – 4 English Language Arts: Writing Applications</li> <li>-K – 4 English Language Arts: Written Conventions</li> <li>-K – 4 English Language Arts: Oral Language Conventions</li> <li>-5-6 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</li> <li>-5-6 English Language Arts: Reading Comprehension</li> <li>-5-6 English Language Arts: Writing Applications</li> <li>-5-6 English Language Arts: Written Conventions</li> <li>-5-6 English Language Arts: Oral Language Conventions</li> <li>-English Language Development: Word Analysis</li> <li>-English Language Development: Fluency and Systematic Vocabulary Development</li> <li>-English Language Development: Reading Comprehension</li> <li>-English Language Development: Literary Response and Analysis</li> <li>-English Language Development: Writing Strategies</li> <li>-English Language Development: English-Language Conventions</li> </ul>
Words Their Way	<ul style="list-style-type: none"> <li>-K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</li> <li>-English Language Development: Word Analysis</li> <li>-English Language Development: Fluency and Systematic Vocabulary Development</li> <li>-5-8 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</li> <li>-English Language Development: Word Analysis</li> <li>-English Language Development: Fluency and Systematic Vocabulary Development</li> </ul>
Fountas and Pinnell’s Guided Reading Model	<ul style="list-style-type: none"> <li>-K – 4 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development 50</li> <li>-K – 4 English Language Arts: Reading Comprehension</li> <li>-K – 4 English Language Arts: Literary Response and Analysis</li> <li>-K – 4 English Language Arts: Oral Language Conventions</li> <li>-5-8 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development</li> <li>-5-8 English Language Arts: Reading Comprehension</li> <li>-5-8 English Language Arts: Literary Response and Analysis</li> <li>-5-8 English Language Arts: Oral Language Conventions</li> <li>-English Language Development: Word Analysis</li> <li>-English Language Development: Fluency and Systematic Vocabulary Development</li> <li>-English Language Development: Reading Comprehension</li> </ul>

	-English Language Development: Literary Response and Analysis
SpringBoard (ELA and Math)	-All 6-8 English Language Arts content standards strands -All 6-8 Mathematics content standards strands
Lucy Calkins Units of Study for Writing	-K – 4 English Language Arts: Writing Strategies -K – 4 English Language Arts: Writing Applications -K – 4 English Language Arts: Written Conventions -5-8 English Language Arts: Writing Strategies -5-8 English Language Arts: Writing Applications -5-8 English Language Arts: Written Conventions -English Language Development: Writing Strategies -English Language Development: English-Language Conventions
Lucy Calkins Reader’s Workshop Model/Units of Study for Reading	-5-8 English Language Arts: Word Analysis, Fluency and Systematic Vocabulary Development -5-8 English Language Arts: Reading Comprehension -5-8 English Language Arts: Literary Response and Analysis -English Language Development: Word Analysis -English Language Development: Fluency and Systematic Vocabulary Development -English Language Development: Reading Comprehension -English Language Development: Literary Response and Analysis
English-Language Arts Content Standards for California Public Schools Framework	-All K-8 English Language Arts content standards strands
English Language Development Content Standards for California Public Schools Framework	-All K-8 English Language Development content standards strands
Mathematics Content Standards for California Public Schools Framework	-All K-8 Mathematics content standards strands
Physical Education Model Content Standards for California Public Schools Framework	-All 5-8 Physical Education content standards strands
Visual and Performing Arts Content Standards for California Public Schools Framework	-All K-8 Music and Visual Arts content standards strands
Science Content Standards for California Public Schools Framework	-All K-8 Science content standards strands



History-Social Science Content Standards for California Public Schools Framework	-All K-8 Social Studies content standards strands
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Furthermore, to better prepare our students with 21st century skills, an array of online programs have been selected to support instruction. Some examples are below:

- BrainPOP
- RenLearning Accelerated Reader
- Illuminate
- Khan Academy

**Innovative Instructional Practices**

As KIPP Comienza Community Prep expands to include grades 5-8, KCCP will implement an innovative instructional program by the principles associated with experiential education and cross-curricular learning. The purpose of these instructional approaches is to expand students’ learning opportunities beyond the walls of the classroom in order to encourage critical thinking, inquiry-based learning and the development of contextual knowledge essential to making the necessary instructional connections between field and classroom as well as across the content areas. This approach to learning not only benefits all students academically but also socially as he or she acquires the social capital necessary to navigate through life, garnering the networking skills necessary to thrive in high school, college, and beyond. For example, if students are studying the Oregon Trail in their Nonfiction class in preparation to write a research paper, they might be reading *Mr. Mysterious and Company* by Sid Fleischman, be writing a fictional memoir from the perspective of a child traveling with his or family on the frontier trails across the country towards California; during this unit, the students will broaden their understanding of the concepts being taught in their classes by visiting the Gene Autry museum, participating in the Adventures on the Oregon Trail! Tour where they will participate in a simulation in which they learn about the hardships of the trail west, working in small groups to make tough decisions about survival as they encounter trials and triumphs on the trail.

Our holistic approach to learning allows students to analyze fiction to further support their research paper while allowing students to make deeper connections through hands-on interaction with the material. This experiential learning, that upper students at KCCP will participate in, will be heavily influenced by the work at highly selective high schools that have utilized experiential learning opportunities in order to advance students’ achievement and socialization skills. The goal of the upper school experiential education component of KCCP’s instructional program is to encourage the taking of risks and building connectedness with their instructors and peers, while developing problem-solving and critical thinking skills.

## **Technology**

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

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

To address the skills students will need to master in order to be successful on the California Assessment of Student Performance and Progress, KCCP will also administer assessments online to prepare students for the technological skills they will need to navigate the features of the assessment. Online assessments allow teachers to easily access data on student performance and analyze whether their instructional techniques are working for all students.

## **Intervention**

When students need support outside of small group instruction and blended learning, KCCP will provide an extensive intervention program based on the Response to Intervention system. Teachers will tier students in reading, writing, and math to help identify which students need additional support.

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 upper school, School Leader/Dean, and any other relevant party will convene to discuss the child's strengths and areas of concern. KCCP staff, typically the student's teacher or a member of the leadership team will be responsible for documenting the action steps and ensuring that they are implemented will lead the meetings. The SST will use multiple sources of information and data to create a plan that addresses the individual needs of each student. Teachers, parents, and other relevant parties will bring student work samples, tests and quizzes, portfolio work (if applicable), notes from observations of performance or behavior, discipline logs and any other pertinent source of information concerning the child's demonstrated abilities. Based on the evidence and the discussion of its meaning, action steps will be generated for follow-up interventions to further assist the child in academic or behavioral growth. Additionally, tools are either gathered or generated to track the progress of the student given the new interventions. Specific strategies, interventions and accommodations will be implemented and documented based on the individualized needs and areas of concern. In addition to detailing the steps, the expected outcomes and the responsible personnel, the SST will also schedule timely follow-up meetings to review and discuss the student's response to the

interventions. Based on the progress a student makes, the level of intervention will be adjusted to meet each student's needs.

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

### Core Areas of Instruction

	K – 4	5 -8
Core	English Language Arts Social Studies (2-4 grade) Math Science	English Language Arts Social Studies (World Civilizations, U.S. History) <ul style="list-style-type: none"> <li>• Fifth grade: United States and Geography: The Making of a Nation</li> <li>• Sixth grade: World History and Geography: Ancient World – Ancient Civilizations</li> <li>• Seventh grade: World History and Geography: Medieval History</li> <li>• Eighth grade: United States History and Geography: Growth and Conflict</li> </ul> Math (Pre Algebra, Algebra, Geometry, Algebra II) Science
Non Core	Electives Such as: Physical Education Art and Music Values Based Lessons	Electives Such as: Physical Education Art and Music

### English-Language Arts and Writing

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

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

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

- Read Aloud: The teacher reads a text aloud and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this exercise. The teacher uses this time to model the application of reading skills.
- Shared Reading: The teachers and students work from a common text to study particular reading skills and strategies. Literature choices take into consideration themes across content areas, literature genres, and texts read and discussed at exemplary middle schools.
- Independent Reading: There is a time set aside each day for independent reading using a book selected by the student according to their independent reading level.
- Close Reading: Teachers and students will work from a common text to develop a deep and precise understanding of the text through thoughtful, critical analysis that can focus on details or patterns.

In addition to novel-based instruction in reading, 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 English language arts 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 Comienza Academy's instructional program ensures that students receive highly targeted instruction at their level and provides valuable data teachers can use to inform their instruction.

Writing effectively is an essential skill all students must have to realize the school's mission thus a separate writing time is embedded within the fiction and nonfiction blocks each day. During this time, teachers use various approaches to develop students' writing skills. Authentic literature paired with the Units of Study for Writing (Teachers College Reading and Writing Project), an instructional program selected for KIPP Comienza used in grades five through eight, is supplemented with a variety of articles and other texts that enhance the program. The Units of Study for Writing are designed to:

- Provide all the teaching points, mini-lessons, conferences and small group work needed to teach a comprehensive workshop curriculum in opinion/argument, information, and narrative writing;
- Foster high-level thinking through regular chances to synthesize, analyze, and critique;
- Build writing independence and fluency;
- Provide a ladder of exemplar texts that model writing progressions across grades 5-8;
- Develop and refine strategies for writing across the curriculum;

- Include strategic performance assessments to help monitor mastery and differentiate instruction.

In addition to Units of Study, KIPP Comienza supplements their writing curriculum with the 6+1 Traits of Writing approach in grades five and six and the Fountas & Pinnell workshop model in grades seven and eight. Approaches include:

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

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

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

## English language development

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

Based on a substantial research base proving the benefits of a structured English immersion program, KCCP will implement a comprehensive structured immersion program, in every mainstream classroom, for its EL students. KIPP Comienza aims for all of its students to leave the school proficient in the English language and with pride and support for their home language.

Teachers at KCCP will use the English Language Development standards set forth by the California Department of Education, and in alignment with the Common Core State Standards, to assist in planning and assessing the progress of English Learners. Students of limited English proficiency will receive the

same academic content as those students who are native English speakers in alignment with KIPP LA School's and KCCP's English Learner Master Plan. All instruction will be in English, except for the designated Spanish enrichment block; however, there may be times when primary language support will be provided to students.

Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum, as well as providing structured, explicit language instruction. Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of students. These strategies are also effective for English-only students, as they implement strong teaching techniques. When teaching using SDAIE strategies, teachers will organize the subject matter so that it is grade-level appropriate and cognitively demanding in the core curriculum. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge.

In addition to SDAIE strategies, teachers will also provide students with differentiated explicit language instruction. Teachers will use the Common Core aligned English Language Development standards along with a forms and functions matrix, and an adapted model of Susana Dutro's framework for a focused approach on language development, to design lessons that build academic language- both vocabulary and structure, provide fluency or language practice, and encourage students towards appropriately rigorous language outputs.

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

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

- Modeling.

KIPP Comienza seeks to hire faculty who have received CLAD (Cross-Cultural Language Acquisition Design) or BCLAD (Bilingual Cross-cultural Language and Academic Development) training and/or hold Bilingual Authorizations. Beyond using the CELDT to monitor students' English language development, KIPP Comienza team members will use the Common Core English Language Arts Standards to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information will particularly guide the teachers in differentiating instruction to adjust the levels of questioning for English Learners who are not progressing through the English language development levels. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used to support these students in gaining higher levels of English proficiency:

Workshop focused on English Language development skills such as vocabulary development, oral language skills, comprehension skills;

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

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

## Mathematics

The math curriculum at KIPP Comienza is designed to ensure that every student gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem- solving skills at rigorous levels. KCCP believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on students' needs.

KCCP students will benefit from the daily classroom instruction that balances direct instruction with cooperative learning opportunities. The math program draws from a variety of resources, including

textbooks, critical thinking activities, and math manipulatives, to ensure that students master the fundamentals of each math strand which include number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning.

In order to address the foundational-level mathematics content and skills to prepare for algebra I in eighth grade, continue through geometry and become the basis for higher level mathematics coursework, KCCP currently plans to use Eureka Math and Cognitively Guided Instruction for fifth and sixth grades and College Preparatory Mathematics (CPM) for seventh and eighth grade instruction. These textbooks and the accompanying curriculum are tools for mastering the Common Core State Standards in Mathematics. The texts serve as a base from which the teachers build their 8-step lesson plans.

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

In addition to textbook and novel-based instruction in mathematics, 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 meet the expectations of the individual online content provider, 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 generate reports for teachers to use to provide further intervention. The incorporation of online learning into KCCP's instructional program ensures that students receive highly targeted instruction at their level and provides valuable data teachers can use to inform their instruction.

## Science

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

Science instruction utilizes a textbook based approach in combination with exploration through investigations, experiments, and viewing media clips that bring certain topics to life for the students. The science instruction across the grade levels is organized to best facilitate the students' mastery of their grade level content standards in each of the following content strands: physical sciences, life sciences, earth sciences, and investigation and experimentation. In accordance with KIPP Comienza Academy's accelerated pace, students also gain a strong foundation in Biology that will enable them to be placed in Honors or accelerated Biology classes in high school. A broad, multicultural history of science component



spans the entire curriculum, as does skills development, a study of the impact of humans on the environment, and a reinforcement of math and technology skills.

## Social Studies

In order to become agents of change who will positively impact the community, developing a strong sense of history and social, economic, and political trends over time is essential. During their time at KIPP Comienza Academy, the students develop their historical and social sciences analysis skills through developing the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, point of view, and historical interpretation. Lesson plans will be developed with an eye towards mastery of the Common Core State Standards and California Content Standards in Social Studies.

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

In accordance with the Common Core State Standards and California State Content Standards for History-Social Studies, the curriculum for 5th through 8th grades will be organized around the broad topics listed below by grade level (and based on the titles of the selected History Alive texts). Encompassed within the broad theme for each grade are all state standards that build upon prior knowledge, intertwine geography instruction, and deepen student's understanding of our world and how it has come to be. Outlined below are the broad instructional themes for each grade level.

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

### ***Non-Core Areas of Instruction***

KIPP Comienza 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 (during supplemental hours) and physical education.

## 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.

### Grades 5-8 Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of days with out Supplemental time	Number of Instr. Minutes Per non supplement atal Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
5	Yes	113	54240	31	11160	24	5760	12	5040	180	54000	76200	22200
6	Yes	113	54240	31	11160	24	5760	12	5040	180	54000	76200	22200
7	Yes	113	54240	31	11160	24	5760	12	5040	180	54000	76200	22200
8	Yes	113	54240	31	11160	24	5760	12	5040	180	54000	76200	22200

As students progress through grade levels, students may have departmentalized classes where they receive core instruction through more than one teacher. For example, this may look like four classes where students rotate: ELA, Math, Science and Social Studies or cored classes where students rotate between two classes: ELA/Social Studies and Math/Science. Sample schedules below.

### Grades 5 – 8 Sample Coring Schedule

#### Tuesday – Friday

7:00 - 7:30	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>
7:30-7:35	Homeroom	Homeroom	Homeroom	Homeroom
7:35-8:05				
8:08-9:22	MATH	ELA	SCIENCE	Social Studies
9:25-10:39	SCIENCE	Social Studies	MATH	ELA
10:42-11:56	SCIENCE	ELA	MATH	Social Studies
11:59-1:13	MATH	Social Studies	SCIENCE	ELA
1:13-1:43	LUNCH			
1:46-3:00	Study Hall/PE			
3:03-4:00	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT

## Grades 5-8 Sample Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 - 7:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:35-7:55	Homeroom	Homeroom	Homeroom	Homeroom	Team and Family Time
8:00-9:15	Math (8:00-9:08)	English Language Arts	English Language Arts	English Language Arts	English Language Arts
9:18-10:33	English Language Arts- Fiction (9:11-10:14)	Math	Math	Math	Math
10:36-11:51	Science (10:17-11:20)	Social Studies	Social Studies	Social Studies	Social Studies
11:54-12:24	Social Studies (11:23-12:27)	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:27-1:42	Lunch/Recess (12:30-1:00)	Physical Education	Physical Education	Physical Education	Physical Education
1:45-3:00	Early Dismissal for Teacher Professional Development at 1 pm	Science	Science	Science	Science
3:00-3:10		Snack	Snack	Snack	Snack
3:10-4:00		Supplemental Enrichment	Supplemental Enrichment	Supplemental Enrichment	Supplemental Enrichment

### 7<sup>th</sup> Grade Typical Day

It is 7:10 AM on a beautiful Thursday morning in mid October and Magdalena, a seventh grade student at KIPP Comienza Community Prep, has just arrived on campus. Magdalena is so excited to be able to return to the same school she has attended since Kindergarten. She stops to shake Mrs. Smith-Rodriguez's hand and say good morning, and then joins her classmates in the lunch area where she always eats her breakfast- a bowl of cereal, fruit, and milk- and pulls out the *Divergent* novel she has been dying to finish.

At 7:25 AM all of the students line up by homeroom and gather around the School Leader for morning announcements. Among other announcements, the School Leader engages in a brief book commercial about *The Hitchhiker's Guide to the Galaxy* and announces the latest members of the Millionaire's Club (students who have read at least one million words). The crowd of students erupts with thunderous applause. She ends her remarks with one of KIPP Comienza Community Prep's signature chants.

From there Magdalena goes to her homeroom, UCLA. On her way, she waves goodbye to friends as they head to their respective college inspired homerooms. Walking through the halls, Magdalena passes some brightly colored walls painted with KIPP credos (like “Work hard, be nice” and “One team, one family”) as well as inspirational messages connected to literacy (like “The more you read, the more things you will know, the more that you learn, the more places you’ll go!”), and adorned with college pennants, photos of the year end field lesson destinations, and graphs charting key school metrics. She also passes her old homeroom from 3<sup>rd</sup> grade and reflects on the values and lessons she learned, as well as the fun she had there. Today, her homeroom is planning to present their book commercials in order to recommend some new books to their classmates. Magdalena is ready to present on the last book she read: *Wonder* by R.J. Palacio.

8:00 AM marks the beginning of regular instruction. Magdalena takes a seat at her group’s designated table in her Fiction (English Language Arts) classroom. As is the case in all of her classes, her teacher, Mr. Hemingway, frames the lesson by reviewing the agenda, highlighting what students will learn, the activities planned, and why this topic is important. Magdalena’s class is continuing a unit on identifying key ideas and details; today she and her classmates will be learning strategies on how to site several pieces of textual evidence to support analysis of what the text says.

At 9:18 Magdalena heads to her Nonfiction (Social Studies) class, which combines history and writing. Today, Ms. Austen is facilitating a lesson on writing flash drafts for their research papers. Ms. Austen reminds students that, before they write, they recall all they know about the kind of writing they will be doing. Ultimately, they will be utilizing primary sources in order to write a focused research report on topics such as medieval history.

Magdalena’s math class begins at 10:36. In math, Magdalena is using Cognitively Guided Instruction (CGI) strategies in order to solve real life and mathematical problems using numerical and algebraic expressions and equations. After modeling and allotting time for students to practice sample problems, Mr. Einstein assigns tonight’s homework, which involves additional practice in using variable to represent quantities in a real word or mathematical program.

At 11:54, Magdalena heads to the cafeteria area where she picks up a prepared healthy lunch and says hello to her mother who is at the school volunteering at the quarterly school-wide book fair. During lunch she has a chance to connect with some of her friends in the eight grade, sharing their latest TBR lists and making book recommendations that involve lively conversations about Katniss Everdeen and Tris, their favorite heroines from the dystopian novels *The Hunger Games* and *Divergent*. After chatting and chewing with her classmates, Magdalena indulges in some recess time, practicing the latest folklorico dance moves that she is learning in her enrichment class with Ms. Bravo. As lunchtime winds down, Magdalena leaves the cafeteria, saying hello to her younger brother, Francisco, who is in the second grade and is coming in for his lunch.

At 12:27, Magdalena arrives to her science class. In science, seventh graders recently visited the Starlab Planetarium at the Discovery Science Cube where they made several connections to the Earth’s Place in the Universe (NGSS 5-ESS1) by discussing how the sun is a star that appears brighter than other stars

because it is closer to Earth. Magdalena is excited to write about her experience and new learning's in her Science Writer's Notebook as well as design and build a model of the solar system; she is even more excited to tour the Griffith Observatory with her classmates and make conceptual connections between her experiential field lesson and the shared reading text that Mr. Wells started with the class on Monday- *Ender's Game*.

At 1:45, Magdalena heads to PE class where Miss Everdeen is leading the class in some warm-up Yoga moves in order to have the students center their thinking and initiate a calming and focused environment before moving to their soccer skills workshop for the day-dribbling and passing. Miss Everdeen was able to secure tickets to the next UCLA vs. Oregon Women's Soccer game, and Magdalena is excited to attend the game with some of her classmates and parent chaperones. Magdalena thinks about this as she passes the black and white soccer ball to her classmate, Xochitl. At the end of PE class, Miss Everdeen leads Magdalena and her classmates in a think-pair-share of how they showed *ganas* and love, Magdalena's new values as a fifth grader, during the soccer drills and scrimmage. As Magdalena debriefs with her dyad partner, Xochitl, she cannot help but think of one of the books on her TBR (to be read) list that Miss Everdeen recommended at the end of last week: *Tangerine* by Edward Bloor.

Regular instruction ends at 3:00 PM, marking the beginning of supplemental activities, which run from 3:15-5:00 PM. From 3:15-4:00PM, Magdalena returns to her homeroom to do her homework. From 4:00-5:00 PM, Magdalena goes to folklorico practice. (Earlier in the semester, when Magdalena was having trouble with adding fractions, she took a break from folklorico to get more intensive tutoring support). Today, she and her classmates are preparing for the *Dia De Los Muertos* showcase, which will feature performances and exhibitions from all of the extracurricular activities, including a performance from the school's mariachi band, a reading of traditional Latin folk tales, and a sugar skulls display.

At the end of the day, students will sign out of the enrichment program in their homeroom classes and walk to the dismissal area. Students will congregate by grade levels, with those students who walk home or take the bus escorted off campus by one of our teachers and a parent volunteer crossing guard. Students who are enrolled in the after school program will stay at school until 6:00PM continuing to work on homework with one of the after school program staff members.

### ***Professional Development***

Our team will ground itself in our mission by beginning and ending each year as a whole staff reflecting on the degree to which KIPP Comienza Community Prep has realized our mission. We will break down each phrase of our mission and thoroughly dig into its meaning and reflection in our actions and priorities. Each year the list of "what needs to be improved" will decrease as the list of "what is working well" will grow. Weekly, our leadership teams will provide targeted professional development to staff in instructional design, classroom management, student culture, data-driven instruction, and other high-leverage topics including common core standards, data driven instruction, design-thinking, technology integration, literacy instruction, experiential learning, and parent and community

engagement. By focusing on teaching and learning, professional development will help our students reach their learning goals.

## **Staff Culture/ Professional Development**

KIPP Comienza Community Prep is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development for teachers to help KIPP students excel academically is essential. Each Monday will be an early dismissal day for grades 5-8, in which the students will dismiss at 1:00pm. On these days, the upper school staff will meet in one or more of the following formats: whole-school, by grade levels and/or by department.

Below is a sample department level agenda for weekly professional development:

1. **Check-in:** Share something funny that happened in your classroom this past week.
2. **Reflection:** Reflect on this week's instruction. What went well? Each teacher will share something that went well and something they are working to improve. They will also discuss what should be adjusted for next week and next year.
3. **Plan for next week:** Identify which standards you are addressing and be thinking of vertical alignment across grades. Share ideas to write and implement great lessons and review student work.
4. **Assessments:** Discuss the results of your initial assessments. What are your students' strengths? What areas need to be focused upon in ELA and math? Be specific. Have any trends emerged in your classroom/across the grade level? How will this information drive your instruction?

Department level teams will take detailed minutes of their meetings and submit them to the upper school School Leader, who will read them, comment upon them, and return them to each team member. On professional development afternoons, teachers will also convene to participate in inquiry-based learning around pedagogy and curriculum. These sessions will be a learner-centered strand of professional development that is focused on augmenting our teaching practice. The instructional team will collectively survey the KIPP Comienza Community Prep instructional goals, scope and sequence, and student data to determine inquiry questions for staff to address. This strand of professional development is meant to increase the capacity of teachers in their instructional and pedagogical depth, as well as their ability to work collaboratively to problem-solve. The School Leader will identify differentiated sessions to ensure everyone is developing and feeling challenged and successful.

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

KIPP Comienza Community Prep will also hold staff meetings at least once a month at the beginning of the professional development hour. During staff meetings, teachers will conduct school business, build a stronger sense of community among all the adults working to serve our students, recognize staff members for exemplifying school values, enhance our home-school partnerships, and improve on our approach to developing the whole child. Additionally, as a staff, we will assess our commitments to live out our values, follow our community norms and maintain school health through feedback surveys, discussions, and data sharing.

Sample staff meeting agenda:

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

The School Leader will facilitate staff meetings with support from lead teachers, other faculty, and guests with instructional expertise. Each week KCCP will distribute a staff bulletin with a message from the Co- School Leaders, upcoming events, gratitude, and announcements. Another integral component of professional development at KCCP will be the observation-debrief cycle (coaching cycle). The School Leader and Instructional coaches will formally observe teachers. Following the observation, the observer and teacher will discuss student learning based on student data and notes from the observation. Teachers will also be empowered to observe and provide feedback to their colleagues. These observations will allow the School Leader and teachers to notice instructional and school culture and climate trends across the school. This one-on-one professional development will cultivate a profound desire in teachers to continue to improve their craft so their students can achieve.

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

Beyond Los Angeles, KCCP teachers have additional opportunities for sharing and professional development through the national KIPP network. Teachers who are interested in honing their instructional leadership skills can be nominated by their School Leader to participate in one of KIPP LA's Leadership Pathways. These leadership development programs are yearlong opportunities for teachers to strengthen their skill set as instructional leaders

and grow personally and professionally, often eventually taking on leadership roles within the school. In addition to KIPP LA's Leadership Pathways, KIPP provides all team members with access to KIPP Share, an online platform for sharing lesson plans, long term plans, other curricular materials as well as best practices. KIPP teachers across the country can easily share with one another materials that have been effective in their classrooms and in their schools. KIPP Share is also used by team members in non-instructional positions throughout KIPP LA and KIPP nationally to share best practices in several different areas.

### **Gifted and Talented Students and Students Achieving Above Grade Level**

As all students, K – 8, are challenged to reach their intellectual potential within the instructional program, KCCP will not offer a formal, separate gifted and talented program. KCCP will ensure that it understands the varying needs of all students in all subject areas. Throughout the day, the staff may differentiate instruction based upon the individual needs of the students and will push those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil's capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students. Teachers will utilize workshop time, Instructional Assistants, as well as differentiated choices for gifted and talented students throughout the day to support them in continual growth. All students at KCCP 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. All staff will be trained in identifying students who are gifted and talented and ways to best support them.

### **Element 2: Measurable Pupil Outcomes and**

### **Element 3: Method by which Pupil Progress Toward Outcomes will be Measured**

*Requirements of California Education Code § 47605(b)(5)(A)(ii), to be added or changed include:*

*State Priority one – no change to goal or metric as already represents all students at KCCP*

*State Priority two – no change to goal or metric as already represents all students at KCCP*

*State Priority three – no change to goal or metric as already represents all students at KCCP*

*State Priority four – no change to goal or metric as already represents all students at KCCP*

*State Priority seven – no change to goal or metric as already represents all students at KCCP*

*State Priority eight – no change to goal or metric as already represents all students at KCCP*



**SCHOOL ATTENDANCE RATE**  
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Attendance Rate (ADA)					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School wide & all students:  KCCP will sustain an average daily attendance rate of 95%	2015-2020  Incentivize perfect attendance through awards and assemblies  School will use "all call" software to communicate with parents about their child's attendance  Both parents and students will be held accountable for attendance goals.  Parents will join in to celebrate students who have perfect attendance.	2014-2015:  Base-line data  in process	All grade levels will sustain 95% ADA	All grade levels will sustain 95% ADA	All grade levels will sustain 95% ADA	All grade levels will sustain 95% ADA	All grade levels will sustain 95% ADA

**CHRONIC ABSENTEEISM RATE**  
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC  ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Attendance Rate					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

<p>School wide &amp; all students: Kindergarten through fourth grade will not miss more than 10% of school</p>	<p>2015-2020</p> <p>Incentivize perfect attendance through awards and assemblies</p> <p>School will use "all call" software to communicate with parents about their child's attendance</p> <p>Both parents and students will be held accountable for attendance goals.</p> <p>Parents will join in to celebrate students who have perfect attendance.</p>	<p>2014-2015:</p> <p>Base-line data in process</p>	<p>75% of Kindergarten through fourth grade will not miss more than 10% of school</p>	<p>77% of Kindergarten through fifth grade will not miss more than 10% of school</p>	<p>80% of Kindergarten through sixth grade will not miss more than 10% of school</p>	<p>82% of Kindergarten through seventh grade will not miss more than 10% of school</p>	<p>85% of Kindergarten through eighth grade will not miss more than 10% of school</p>
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<p style="text-align: center;"><b>STUDENT SUSPENSION RATE</b></p> <p style="text-align: center;">STATE PRIORITY #6: SCHOOL CLIMATE</p>							
<p>ANNUAL GOALS</p> <p>(Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p>MEASURABLE OUTCOMES</p>					
		<p style="text-align: center;">Method for Measuring: Suspension rate (unduplicated pupils)</p>					
		<p>Baseline</p>	<p>2015-2016</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>

School wide & all students:  KCCP's suspension rate will be 2% or lower	2015-2020  Use a tiered behavior system to ensure school safety  Add personnel to support the increase of students : such as counselors, deans, assistant principals, Aides	2014-2015:  Base-line data in process	KCCP will have less than 2% suspension rate	KCCP will have less than 2% suspension rate for lower school  Benchmark year for 5 <sup>th</sup> grade	KCCP will have less than 2% suspension rate for lower school  Benchmark minus 1%	KCCP will have less than 2% suspension rate for lower school  Benchmark minus 1%	KCCP will have less than 2% suspension rate for lower school  Benchmark minus 2%
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[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]							
STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS  (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: KIPP Foundation Healthy Schools and Region Survey					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

<p>School wide &amp; all students:</p> <p>All students will feel safe at school</p>	<p>2015- 2020</p> <p>Use a tiered behavior system to ensure school safety</p> <p>Add personnel to support the increase of students such as counselors, deans, assistant principals, Aides</p>	<p>2014- 2015:</p> <p>Base-line data in process</p>	<p>Parents of K- 2nd grade will rate the item: “my child’s school is safe” as a 4 or better.</p> <p>3<sup>rd</sup> and 4<sup>th</sup> grade students will rate the item: “my school is safe” as a 4 or better.</p>	<p>Parents of K- 5th grade will rate the item: “my child’s school is safe” as a 4 or better.</p> <p>3<sup>rd</sup> though 5<sup>th</sup> grade students will rate the item: “my school is safe” as a 4 or better.</p>	<p>Parents of K- 6th grade will rate the item: “my child’s school is safe” as a 4 or better.</p> <p>3<sup>rd</sup> though 6<sup>th</sup> grade students will rate the item: “my school is safe” as a 4 or better.</p>	<p>Parents of K- 7th grade will rate the item: “my child’s school is safe” as a 4 or better.</p> <p>3<sup>rd</sup> though 7<sup>th</sup> grade students will rate the item: “my school is safe” as a 4 or better.</p>	<p>Parents of K- 8th grade will rate the item: “my child’s school is safe” as a 4 or better.</p> <p>3<sup>rd</sup> through 8<sup>th</sup> grade students will rate the item: “my school is safe” as a 4 or better.</p>
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### Grades 5-8 Grading, Progress Reporting, and Promotion/Retention

Upper school students can expect to be graded on a scale from A-F (A, B, C, and F) corresponding to the percentages of mastery shown on classwork, homework, assessments, and special projects or labs. Sample Upper school report card:

Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Homeroom: \_\_\_\_\_

**Report Card 2014-15 -**

Attendance					Referrals				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Absent									
Truant									
Tardy + Truant									

Keep track of your child's grade online, anytime!  
[www.illuminatehc.com/kippla](http://www.illuminatehc.com/kippla)

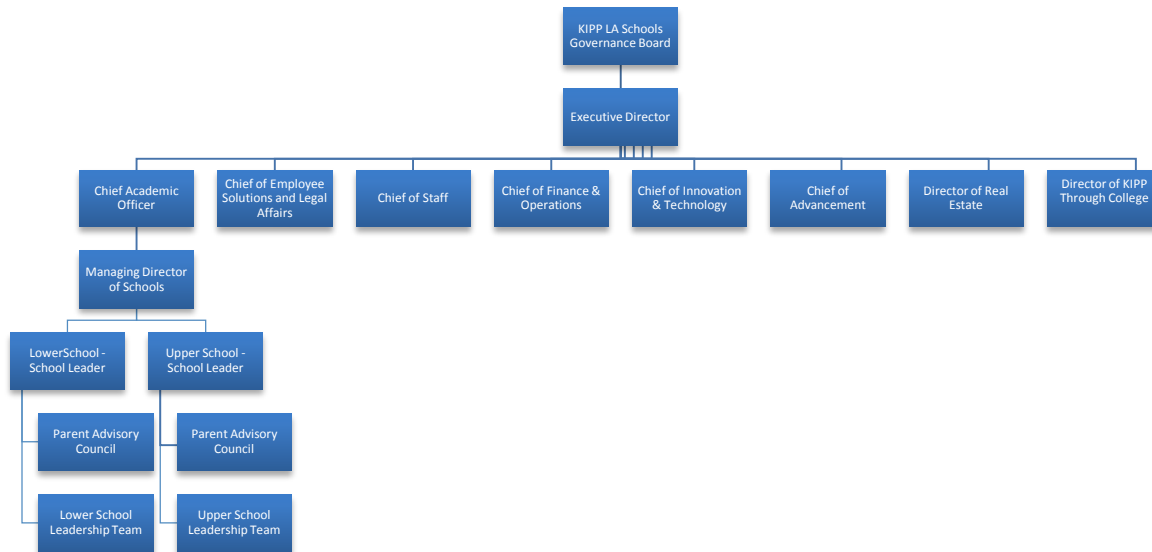
GPA					Grading Scale				
Q1	Q2	Q3	Q4	Cumulative	A+ 98-100%	B+ 88-89%	C+ 78-79%	F 0-69%	
					A 94-97%	B 84-87%	C 74-77%		
					A- 90-93%	B- 80-83%	C- 70-73%		

Course	Teacher	Q1	Q2	Q3	Q4	Current Quarter Comments

## Element 4: Governance

### Organization Chart

Below, is an organizational chart of the KIPP Comienza Community Prep governance structure, including the KIPP LA Schools Board of Directors and the KCCP teaching staff.



*The following provisions shall be added into Element 5 of the Charter:*

KCCP's leadership team is led by Co- School Leaders who report to the Managing Director of Schools. The Managing Director of Schools reports to the Chief Academic Officer. The School Leaders are charged with running the school and overseeing all aspects of the school from academic achievement to operational compliance to family engagement. Lower school leader will be charged with leading grades k- 4 and the upper school leader grades 5-8.

### ***Parent Involvement***

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

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

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

Parents will help the entire classroom community, not just their child. The objective is two fold; we want parents to take ownership of the education all children are receiving and students to understand that their parents are also their teachers. While doing this, we build a strong sense of community, collaboration, and internalize the "we are all in this together" mentality.

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

## Element 5: Employee Qualifications

### Employee Positions and Qualifications

The following provisions shall replace all job descriptions from Element 5 of the Charter:

<b>School Administration</b>
<b>Types: School Leader, Assistant School Leader, Dean</b>
<p>School Administration is responsible for the overall academic program and management of the school. S/He is the primary person responsible for keeping the school focused on realizing its mission, adhering to the five pillars – high expectations, choice and commitment, more time, power to lead and focus on results—enhancing the school’s culture and upholding its values. School Administration’s chief responsibility is to support, guide, and develop teachers in their pursuit of teaching excellence. The School leader directly manager and evaluates the assistance school leader and dean.</p> <p>Essential Functions:</p> <ol style="list-style-type: none"><li><b>1. Student Performance</b><ul style="list-style-type: none"><li>▪ Set and enforce rigorous standards for student achievement that are in line with the goals of KIPP LA Schools.</li><li>▪ Ensure the academic program meets or exceeds yearly student outcome goals as defined by KIPP LA Schools and measured by the CAASPP and MAP.</li></ul></li><li><b>2. Organizational Leadership</b><ul style="list-style-type: none"><li>▪ Develop organizational goals and objectives consistent with the mission and values of KIPP Academy of Opportunity and KIPP LA Schools.</li><li>▪ Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the school and the region.</li><li>▪ Create a culture of excellence, team work and collaboration amongst the staff, teachers, students and families</li><li>▪ Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.</li><li>▪ Oversee all programs, services, and activities to ensure that program objectives are met.</li><li>▪ Ensure compliance with funding sources, KIPP National, KIPP LA Schools, the State of California, The Federal Government, the County of Los Angeles and the Los Angeles Unified School District.</li><li>▪ Manage student recruitment and enrollment process to ensure that the school achieves its targeted enrollment projections.</li><li>▪ Ensure the safety and security of all students, staff, visitors, and public and private property.</li><li>▪ Ensure an orderly learning environment.</li><li>▪ Ensure appropriate standards of student behavior, performance, and attendance.</li><li>▪ Address any disciplinary issues fairly and immediately.</li></ul></li></ol>

### **3. Instructional Leadership**

- Manage, evaluate and develop a team of teachers.
- Work with teachers to constantly assess and improve student achievement results.
- Ensure use of effective, research-based teaching methodologies and practices.
- Implement data-driven instruction and lead discussions about student performance.
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.
- Keep abreast of successful instructional methodologies and practices.
- Provide high quality curricular training and resources to staff.
- Ensure consistencies in instruction and practice amongst team of teachers.
- Foster culture of professionalism among teachers and staff.
- Ensure learning environment and classroom instruction maximizes student learning.
- Monitor progress of all students.
- Supervise and mentor all teachers.

### **4. Operational Leadership**

- Develop a budget development with the assistance KIPP LA Schools Executive Director and Finance/Accounting Team that meets targeted requirements.
- Oversee routine facilities maintenance.
- Oversee management of school records and resources as necessary.
- Participate in fundraising activities, as requested, to ensure adequate resources for KIPP Academy of Opportunity and KIPP LA Schools.
- Ensure compliance of local, state, and federal laws and regulations and court orders.

### **5. Personnel**

- Recruit, select, and hire school staff, including teachers and school-based support staff.
- Continually monitor progress on all measures of school and staff performance.
- Administer KIPP LA Schools approved personnel policies and procedures.
- Ensure legal hiring and termination procedures in collaboration with the School Support Center staff.
- Oversee any and all disciplinary actions.
- Provide for adequate supervision, training, and evaluation of all staff and volunteers.
- Communicate the vision that supports the school's goals and values.
- Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence.

### **6. Community Relations**

- Serve as liaison between teachers, parents, and the community.
- Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the KIPP LA Schools team and a dedicated role model for other employees.

#### **Minimum Qualifications for all Administration:**

- BA required; MA preferred.
- Minimum of three years of successful, full-time, lead teaching experience required
- Minimum of two years of administrative or leadership experience in a school setting required



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

## SCHOOL BUSINESS OPERATIONS

**Types: School Business Operation Manager, Office Manager, Bilingual Office Associate, and Operation Aides**

School Business Operation is critical to the successful and efficient operation of KIPP LA school sites. The operations team implements and maintains clear systems that allow the School Leaders and instructional staff to drive superior student achievement outcomes. This includes managing the School Nutrition Program, Student Information and Attendance Reporting, Health and Safety, Insurance, and Facilities as well as ensuring that the school is in compliance with all local, district, state, and federal laws and regulations. S/he will work closely with the School Support Team in its efforts to provide the school with operational and financial guidance and assistance. The School Business Operations Manager will manage operations staff including an Office Manager/Office Associate(s) and will report to the School Leader.

### **School Business Operations Manager**

- **Team Management:** Manages all operations staff at the school-site; sets goals for operations team and leads/supports team members toward both performance and developmental goals through regular check-ins and the implementation of KIPP LA performance management systems; works and collaborates with the broader KIPP LA operations community, including other school business operations managers, to help drive operational best practices across our schools;
- **Finance and Purchasing:** On-site arm of the Finance & Accounting Staff, with responsibility for timely vendor and purchase order submissions, effective implementation of financial policies, and assistance to the School Leader in oversight and control of school expenditures;
- **Student Information and Reporting:** Manages the student information system; attendance reporting; generates report cards, progress reports, and schedules; and coordinates with KIPP LA's School Support Center with regard to all data analysis and reporting; Ensures confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;
- **Facilities:** Manages and oversees the upkeep of the school's facilities and coordinates with the School Support Center to implement school facility projects; Manages maintenance, janitorial and pest control services and vendor relationships; Develops and maintain facility maintenance plans and schedules;
- **Nutrition Program:** Manages the School Nutrition Program and implements processes and procedures that result in high quality and cost effective food services; Submits meal

reimbursement claims, coordinate with food vendor, and ensures compliance with applicable laws and regulations;

- **Trip Planning and Event Coordination:** Plans and coordinates logistics for school events and activities as needed, including, Saturday school, parent meetings, concerts, special ceremonies, fundraise and field lessons;
- **Compliance:** Coordinates with the School Support Center to ensure that compliance requirements and reports are completed on time;

#### **Student Information & Data**

- Manages and maintains Illuminate, KIPP LA's student information system;
- Maintains student records in accordance with federal and school-based policies, as well as audit guidelines;
- Monitors records verification of incoming students, prepares transcripts for current students, and prepares withdrawal forms for transferring students;
- Ensures confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;
- Supports annual new student recruitment, lottery, and enrollment processes; and
- Supports school data submissions, such as CALPADS.

#### **Attendance**

- Ensures the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs; and
- Prepares monthly attendance reports.

#### **Office Operations**

- Organizes, secures, and maintains a pristine office space and environment;
- Directs phone calls and guests warmly and professionally;
- Types, translates, and distributes school correspondence including letters, memos, and bulletins;
- Assists with coordinating travel arrangements, field trips, and other student and school-wide events;
- Assists in ordering, purchasing, receiving, and organizing materials;
- Supports all school-based communication systems; and
- Distributes all incoming mail.

#### **Student and Family Relations**

- Attends to student needs and injuries;
- Welcomes and attends to prospective and current families;
- Upholds and maintains a positive, nurturing, achievement-oriented school culture;
- Seeks and implements feedback from stakeholders (parents, peers, manager, etc.) and offers feedback in an honest, respectful and timely way; and
- Builds relationships with families to keep them well-informed and support their needs.

#### **The Operations Aide's duties and responsibilities include:**

- Set up breakfast and/or lunch area daily, including distributing meals to students (no cooking or food preparation required) and following all required procedures;
- Set up and take down play equipment and materials;

- Provide opportunities for students to play organized games during recess;
- Support and supervise students to resolve conflicts independently
- Supervise students as they eat and play;
- Assist with lunch clean-up;
- Assist with breakfast clean-up in classrooms;
- Uphold all values and expectations while supervising students;
- Communicate with teachers and staff regarding students' behavior; and
- Other duties as assigned.

**Qualifications**

- A Bachelor's degree from an accredited college or university required
- Master's degree preferred for School Business Operations Manager
- High School Diploma for Operations Aide
- Minimum 2 years of professional experience, 4 preferred with at least one year of managing others
- Spanish language skills is a plus
- Prior school or nonprofit experience preferred
- Ability to work in a windows and Mac environment
- Experience managing data
- The ability to work autonomously
- Demonstrated initiative, leadership, and tenacity
- Strong commitment and passion for KIPP LA's mission and values.

**Instructional & Support**

**Types: Instructional coach, grade/ depart. leader, core, elective, and intervention teacher, instructional assistant**

**Instructional Coach**

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

**Grade Level/ Department Leader**

The grade level leader is a leadership position. The grade level leader will work in conjunction with the school leader to invest a grade level team of mission-driven educators in the instructional vision for the grade level and execute the necessary components to meet this vision.

These components will include:

- Setting high, but achievable standards for student achievement,
- Analyzing student data and facilitating next steps to ensure continued achievement,
- Overseeing grade-level culture and discipline.

Success in this role will be measured by grade-level student achievement and ability to align priorities, instruction and grade-level culture to the school-wide vision, mission and values. Like other instructional team members, the grade level leader will develop a Reflection and Development Plan that includes functional goals based on student achievement and developmental goals aligned with our school-based competency model. In order to meet goals, the dean will participate in weekly planning meetings and weekly check-ins with the school leader.

### **Teacher**

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

### **Resource Specialist Program Teacher**

The Resource Specialist Program (RSP) Teacher will provide individualized instruction and support to students with special needs at one or more of our elementary and middle schools. S/he will dually report to the Director of Special Education and the School Leader(s).

### **Duties & Responsibilities include:**

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

- Actively participate professional development sessions & reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families, and community members
- Communicate and collaborate professionally with teammates
- Adhere to school policies, procedures, and deadlines, including work schedule
- Strive to exceed standards on KIPP Framework for Excellence in Teaching
- Leads team meetings, ensuring that the team meets for at least 60 minutes per week;
- Calls for additional team meetings when necessary in order to best meet needs of the students;
- Creates a data driven, results driven culture among the team;
- Creates systems of accountability so that next steps are completed on time and are high quality;
- Builds family and community relationships through home visits, participation in parent workshops, assemblies and community inquiry projects;
- Seeks and implements feedback from stakeholders (parents, manager, etc.) and offers feedback in an honest, respectful and timely way;
- Identifies and establishes cultural goals with the team;
- Organizes and leads family meetings when necessary in order to proactively plan support systems for students that are having challenges academically or behaviorally across all classes;
- Is available by cell phone (provided by the school) for students and families to answer questions or address concerns until 8:00pm nightly; and
- Other duties as assigned.

**Qualifications and desired characteristics:**

- BA or BS required; and MA or MS preferred;
- Four years of successful full-time teaching experience serving a similar student population;
- Excellent organizational, planning and implementation skills;
- Ability to manage ambiguity and multiple priorities inherent in entrepreneurial environments;
- Relentless results-orientation and strong sense of purpose;
- Ability to establish relationships and communicate effectively with multiple constituencies;
- Reflective and able to execute in an efficient and effective manner with managers, peers & support staff
- Unquestioned integrity and commitment to the KIPP LA mission

For core subjects teachers (math, science, social studies, English language arts) and RSP, Possession of a valid internship, preliminary, or clear multiple subject and/or single subject teaching credential required.

Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate, a Cross-cultural, Language and Academic Development (CLAD) certificate, a Bilingual Certificate of Competence (BCC), or a Language Development Specialist (LDS) certificate is highly desirable.

## Element 10: Suspension and Expulsion Procedures

### *Discipline Foundation Policy*

*The following provisions shall be removed from Element 10 of the Charter:*

*Within in Category 3 -*

1. **Disrupted school activities (school-wide activities; issued only by an administrator) E.C. 48900(k); 48915(e)**

# ATTACHMENT A













KIPP Comienza Community Prep  
 FY2017 Financial Report  
 As of December 31, 2015

Code	KCCP			2016-2017												
	2016-2017 Budget	2016-2017 Budget	2016-2017 Budget	2016-2017 Jul	2016-2017 Aug	2016-2017 Sep	2016-2017 Oct	2016-2017 Nov	2016-2017 Dec	2016-2017 Jan	2016-2017 Feb	2016-2017 Mar	2016-2017 Apr	2016-2017 May	2016-2017 Jun	2016-2017 Accrued
5000	Operating Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200	Travel & Conferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5202	Conference Fees <DEL>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5203	Flight & Accommodations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5204	KIPP Summit Travel and Accommodations	19,400	29,284	34,980	27,984	3,498	3,498	-	-	-	-	-	-	-	-	-
5205	KIPP Retreats/Visits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5206	KIPP Leadership Pathways	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5207	Other Travel and Accommodations	5,081	5,223	5,359	447	447	447	447	447	447	447	447	447	447	447	447
5208	Board Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5400	Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5440	Student Liability Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5450	General Liability Insurance	29,418	36,901	44,150	8,830	3,924	3,924	3,924	3,924	3,924	3,924	3,924	3,924	3,924	3,924	3,924
5500	Operations & Housekeeping Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5501	Utilities (Gas, Electric, Water)	81,485	109,572	137,534	11,461	11,461	11,461	11,461	11,461	11,461	11,461	11,461	11,461	11,461	11,461	11,461
5503	Janitorial Services & Supplies	142,565	160,479	162,905	15,242	15,242	15,242	15,242	15,242	15,242	15,242	15,242	15,242	15,242	15,242	15,242
5504	Fire/Security	8,135	8,363	8,580	715	715	715	715	715	715	715	715	715	715	715	715
5603	Moving and Storage Expense	1,500	1,542	1,582	791	396	-	-	-	-	-	-	-	-	-	396
5600	Rentals, Leases, Repairs & Non-Cap Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5601	Rent	558,400	1,034,671	1,166,671	97,223	97,223	97,223	97,223	97,223	97,223	97,223	97,223	97,223	97,223	97,223	97,223
5602	Repairs & Maintenance (Non-Cap)	160,000	110,000	112,880	9,405	9,405	9,405	9,405	9,405	9,405	9,405	9,405	9,405	9,405	9,405	9,405
5606	Equipment Rental and Expense	2,043	2,100	2,155	180	180	180	180	180	180	180	180	180	180	180	180
5607	Copier Lease and Expenses	65,215	75,509	77,472	6,456	6,456	6,456	6,456	6,456	6,456	6,456	6,456	6,456	6,456	6,456	6,456
5800	Professional/Consulting Services & Operating Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5801	Accounting & Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5802	Auditing	8,647	8,889	9,120	-	-	-	-	912	1,824	4,560	1,824	-	-	-	-
5803	KIPP LA Fees	773,845	929,747	1,069,892	-	-	-	-	-	-	-	-	-	-	-	1,069,892
5804	IT Consulting	1,700	1,748	1,793	149	149	149	149	149	149	149	149	149	149	149	149
5805	Instructional Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5806	Substitute Teaching Consulting	54,226	62,869	69,914	-	-	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	38,453
5807	Education Instructional Consulting	10,135	10,419	10,690	891	891	891	891	891	891	891	891	891	891	891	891
5808	Daycare Provider <DEL>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	All other non-instructional consulting	10,000	10,280	10,547	527	527	527	527	527	527	527	527	527	527	527	4,746
5810	Student Recruiting	3,181	3,187	3,250	162	162	162	162	162	162	162	162	162	162	162	1,462
5811	Marketing Materials and Outreach	1,514	1,556	1,596	80	80	80	80	80	80	80	80	80	80	80	718
5812	Fundraising Events Expense	22,973	23,618	24,220	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019	2,019
5813	Dues & Fees	30,000	50,777	60,000	-	-	-	-	-	-	-	-	-	-	-	60,000
5814	County Fees	2,654	3,112	3,192	-	-	-	-	798	-	-	798	-	-	-	798
5816	District Oversight Fees	59,214	70,550	81,457	6,788	6,788	6,788	6,788	6,788	6,788	6,788	6,788	6,788	6,788	6,788	6,788
5817	Legal Fees	20,270	26,638	21,379	1,782	1,782	1,782	1,782	1,782	1,782	1,782	1,782	1,782	1,782	1,782	1,782
5818	Payroll Service Fees	15,540	19,223	21,362	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780	1,780
5819	Bank & Credit Card Fees	814	681	647	54	54	54	54	54	54	54	54	54	54	54	54
5820	Special Education Services	58,134	75,262	92,270	7,689	7,689	7,689	7,689	7,689	7,689	7,689	7,689	7,689	7,689	7,689	7,689
5850	Special Education Fairshare	89,603	100,057	110,511	9,209	9,209	9,209	9,209	9,209	9,209	9,209	9,209	9,209	9,209	9,209	9,209
5821	Translation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5822	Staff Recruitment	15,405	15,836	16,248	2,437	812	812	812	812	812	812	812	812	812	3,250	3,250
5823	Professional Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5824	KIPP Leadership Pathways	11,250	22,280	22,859	-	-	22,859	-	-	-	-	-	-	-	-	-
5825	Other Professional Development	56,161	60,398	66,578	5,548	5,548	5,548	5,548	5,548	5,548	5,548	5,548	5,548	5,548	5,548	5,548
5826	Business Meeting Expense	750	1,000	1,013	84	84	84	84	84	84	84	84	84	84	84	84
5827	Web Design	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5828	Academics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5831	Field Trips	23,883	29,701	33,444	-	-	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344	3,344
5839	Student Incentives	5,971	7,175	8,361	-	-	836	836	836	836	836	836	836	836	836	836
5840	Student Transportation - Non-Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5841	End of Year Field Trips	6,875	14,135	21,438	-	-	-	-	-	-	-	2,144	4,288	8,575	6,875	6,875
5890	Other Prof/Cons Svcs & Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899	Late Fees/Finance Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5901	Cell Phones	13,955	17,844	18,410	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534	1,534
5903	Phone	14,551	14,959	15,347	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279
5904	Internet	78,193	130,102	133,480	11,124	11,124	11,124	11,124	11,124	11,124	11,124	11,124	11,124	11,124	11,124	11,124
5905	Web Hosting & Email	2,027	2,084	2,138	178	178	178	178	178	178	178	178	178	178	178	178
	<b>Total Operating Services</b>	<b>2,643,915</b>	<b>3,281,054</b>	<b>3,705,422</b>	<b>232,049</b>	<b>223,497</b>	<b>207,918</b>	<b>204,420</b>	<b>206,130</b>	<b>206,244</b>	<b>208,980</b>	<b>207,042</b>	<b>206,564</b>	<b>206,708</b>	<b>212,306</b>	<b>1,381,564</b>
	<b>Additional Expenses</b>															
6900	Depreciation	189,290	189,290	189,290	-	-	47,322	-	47,322	-	-	47,322	-	-	-	47,322
6901	Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INDRC	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7010	Other Outgoing	6,823	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	Interest Expense	3,500	3,500	3,500	292	292	292	292	292	292	292	292	292	292	292	292
	<b>Total Additional Expenses</b>	<b>199,713</b>	<b>192,790</b>	<b>192,790</b>	<b>292</b>	<b>292</b>	<b>292</b>	<b>292</b>	<b>292</b>	<b>292</b>	<b>292</b>	<b>292</b>	<b>292</b>	<b>292</b>	<b>292</b>	<b>47,614</b>
TE	<b>TOTAL EXPENSE</b>	<b>7,425,587</b>	<b>9,214,483</b>	<b>10,417,157</b>	<b>789,931</b>	<b>745,911</b>	<b>689,598</b>	<b>740,342</b>	<b>740,986</b>	<b>811,731</b>	<b>768,981</b>	<b>747,988</b>	<b>803,041</b>	<b>797,884</b>	<b>711,721</b>	<b>2,075,937</b>
	<b>NET OPERATING INCOME</b>	<b>312,891</b>	<b>81,083</b>	<b>227,362</b>	<b>(639,208)</b>	<b>(244,372)</b>	<b>227,447</b>	<b>(71,549)</b>	<b>258,936</b>	<b>251,955</b>	<b>(20,532)</b>	<b>137,345</b>	<b>31,222</b>	<b>389,204</b>	<b>(10,163)</b>	<b>1,124,221</b>
	<b>Statement of Cash Flow</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>
	<b>CHANGE IN CASH DUE TO:</b>															
	<b>Operating Activities</b>															
NOI	Net Income	312,868	83,065	227,362	(639,208)	(244,372)										

# ATTACHMENT B

## Assurances and Affirmations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

## **Element 1 – The Educational Program**

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

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

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

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

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

### **ACADEMIC CALENDAR AND SCHEDULES**

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

### **TRANSITIONAL KINDERGARTEN**

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



## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

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

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

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

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

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

- End of Year Suspension

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

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

The usual file including District ID.

- Norm day

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

- CBEDS (**Including Charter Schools**)

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

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

- Dropout (**Including Charter Schools**)

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

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

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

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

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

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

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

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

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

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

### **NOTIFICATION OF THE DISTRICT**

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

## **STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

## **PARENT ENGAGEMENT**

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

## **Element 5 – Employee Qualifications**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

## **ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Element 6 – Health and Safety Procedures**

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

### **HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also



ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

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

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

### **COURT-ORDERED INTEGRATION**

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

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

the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

### **FEDERAL PROGRAM COMPLIANCE**

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

- Notify all parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise,

identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

## **Element 8 – Admission Requirements**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual

orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

## **Element 9 – Annual Financial Audits**

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

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

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

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

## **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations

and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

### **NOTIFICATION OF THE DISTRICT**

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

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

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

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled

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

### **REINSTATEMENT**

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

### **GUN-FREE SCHOOLS ACT**

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

## **Element 11 – Employee Retirement Systems**

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

## **Element 12 – Public School Attendance Alternatives**

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

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

### **Element 13 – Rights of District Employees**

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

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

### **Element 14 – Mandatory Dispute Resolution**

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

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

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

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

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

Director  
Charter Schools Division



Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Charter School  
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## **Element 15 – Exclusive Public School Employer**

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)*

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

## **Element 16 – Charter School Closure Procedures**

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

### **REVOCATION OF THE CHARTER**

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

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

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

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

### **CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be

deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

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

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and

reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

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

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

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

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

Notification of employees and vendors shall include:

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

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

#### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

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

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

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

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

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

This audit may serve as Charter School's annual audit.

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

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

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

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

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

#### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

## **Additional Provisions**

### **FACILITIES**

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition



of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

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

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

#### **Non-District-Owned Facilities**

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

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access

requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

## **INSURANCE**

### **Insurance Requirements**

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

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

The following insurance policies are required:

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

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

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

### **Evidence of Insurance**

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

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

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

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

### **Hold Harmless/Indemnification Provision**

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

## **FISCAL MATTERS**

### **District Oversight Costs**

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

### **Cash Reserves**

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

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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

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

### **Audit and Inspection of Records**

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

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

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

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

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

### **Internal Fiscal Controls**

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

### **Apportionment Eligibility for Students Over 19 Years of Age**

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

### **Local Control and Accountability Plan**

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