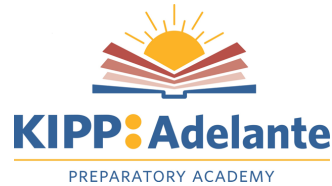


# KIPP Adelante Preparatory Academy

## Material Revision



**Respectfully Submitted to  
San Diego Unified School District  
December 21, 2018**

**For a Requested Charter Term of  
July 1, 2018 – June 30, 2023**

**Primary Contact**  
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## Assurances

As the authorized lead petitioner, I, Allison Ohle, hereby certify that the information submitted in this petition for renewal of a California public charter school named KIPP Adelante Preparatory Academy (“KIPP Adelante” or the “Charter School”), and located within the boundaries of the San Diego Unified School District (“SDUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of KIPP Adelante Preparatory Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The 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.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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Allison Ohle, Executive Director  
KIPP San Diego

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Date

# Element 1: Educational Program

## Introduction

KIPP Adelante Preparatory Academy (the Charter School) is a 5th through 8th grade California public charter school serving the students of San Diego, developed in partnership with the KIPP National Network of Schools.

The school uses the Spanish word 'Adelante' as its name to instill a focus across stakeholders - students, families, staff, and community - that everyone will hold the common objective of moving forward and progressing through college and life.

## Mission, Vision, and Core Values

### Vision

The vision of KIPP San Diego and the Charter School is a diverse community of responsible, contented citizens leading productive, choice-filled lives.

### Mission

The mission of the Charter School is to ensure that our students develop the academic skills, intellectual habits, and character traits that are necessary for success in top-quality high schools, college, and the competitive world beyond. The Charter School focuses on students in the upper elementary and middle school years, where early intervention can support students in making the crucial choices that set them on a successful path for life.

The Charter School aims to ensure that all students become self-motivated, competent and life-long learners. Students, families, and staff share the belief that an outstanding education is a key instrument in achieving personal success and that success means having abundant opportunities.

### Core Values

The Charter School holds the core values of TRACK - Teamwork, Responsibility, Achievement, Constant Learning, and Kindness/Respect. Students, families, and staff each commit to upholding these values on an annual basis.

**Work hard. Be nice. Dream big.**

## Students to Be Served

The Charter School believes that all students deserve access to a top-quality education and that knowledge is the key to success. To that end, the academic program has been designed to serve its student population, who are predominantly students from low-income families and are currently from the Barrio Logan and Shelltown neighborhoods of San Diego.

### Age, Grade, and Student Enrollment

The Charter School enrolls students in 5th through 8th Grade in a small-learning environment, with a total enrollment of approximately 350 - 400 students, 85 - 100 students per grade level, and an average class size of 28-30 students. The Charter School's current enrollment, as well as anticipated enrollment plan for the next charter term is outlined in **Figure 1a**, which will be followed as state and federal funding and parent community demand allow.

**Figure 1a - Current and Anticipated Enrollment**

Grade	School Year			
	2019-20	2020-21	2021-22	2022-23
5	75	90	125	125
6	125	125	125	125
7	80	120	120	120
8	80	76	115	115
<b>Total</b>	<b>360</b>	<b>411</b>	<b>485</b>	<b>485</b>

### Anticipated Student Population

As required by Education Code Section 47605(d)(2)(A)-(B), the Charter School is open to all students in the State of California. We serve all families that submit an application for their children in available grades up to the enrollment capacity. Should applications exceed the number of available spaces, a random public lottery is held. Details of this process can be found in **Element 8** of this charter.

While open to all students in the state, as detailed above, the Charter School draws the majority of its student body from low-income communities within San Diego, such



as the Barrio Logan and Shelltown neighborhoods where many current students reside. The Charter School offers an alternative for parents in these types of communities who are seeking a small-learning environment and rigorous program for their child, but have limited options available. These neighborhoods hold a wealth of diversity, as seen in **Figure 1b** that highlights the Barrio Logan neighborhood, which the academic and social emotional programs are designed to serve. For example, the college-going culture and early exposure to career paths support families who have limited educational attainment in broadening opportunities for their children, and the extended day program supports families who are living below the poverty level while often working multiple jobs.

**Figure 1b - Student Demographics<sup>1</sup>**

	KIPP Adelante	Barrio Logan	SDUSD
FRL	<b>97%</b>	72%	61%
ELL	<b>43%</b>	n/a	25%
RFEP	<b>45%</b>	n/a	22%
SPED	<b>9.6%</b>	n/a	11.5%
Ethnicity	-	-	-
Latino	<b>96%</b>	81%	47%
African American	<b>3%</b>	5%	9%
White	<b>1%</b>	7%	23%
Asian	<b>0%</b>	3%	8%
Other Races / Not Reported	<b>0%</b>	4%	13%
Parent Holds HS Diploma or Less	<b>68%</b>	55%	29%

Sources: [www.ed-data.org](http://www.ed-data.org), <http://dq.cde.ca.gov/>, [http://datasurfer.sandag.org/download/sandag\\_estimate\\_2016\\_zip\\_92113.pdf](http://datasurfer.sandag.org/download/sandag_estimate_2016_zip_92113.pdf), <https://www.niche.com/places-to-live/n/barrio-logan-san-diego-ca/residents/>, and <http://www.city-data.com/neighborhood/Barrio-Logan-San-Diego-CA.html>

<sup>1</sup> Data on KIPP Adelante and SDUSD refer to the actual student population of each, whereas data on Barrio Logan is for the entire neighborhood with the exception of ethnicity which is for all youth under 18 years of age.

The Charter School actively recruits from low-income communities, such as Barrio Logan and Shelltown, to achieve a diverse student body that is inclusive of students from a range of socioeconomic levels, racial and ethnic backgrounds, and ability levels. This includes but is not limited to students who are English Language Learners, students with special education needs, and students who are economically disadvantaged. It is the intention of the Charter School to have a student body that is reflective of the San Diego Unified School District as a whole. However, the school more closely mirrors the demographics of the low-income communities, such as Barrio Logan and Shelltown, in which most students reside.

The Recruitment Plan designed to achieve racial and ethnic balance within the student body is detailed in **Element 7** of this charter.

## Academic Calendar and Schedule

More time on task is central to the success of KIPP Adelante students. As such, the Charter School's academic year and day ensure that the minimum number of annual instructional minutes outlined in Education Code 47612.5 is not only met, it is exceeded. This minimum requirement is as follows:

1. For students in 5th through 8th Grade: 54,000 minutes.

### School Year

The school calendar will include 180 instructional days, and may provide an additional 5 days of summer school for new students and 4 days of summer school for returning students. This far exceeds the minimum required school days for charter schools.

**Figure 1c** provides an example of the school calendar from the current year, which will form the basis for future years and which the Charter School intends to adhere to as state and federal funding allows. The Charter School retains the right to modify this calendar to coordinate with the calendar of the district and the calendars of professional development partners and such modification shall not be considered a material revision of the charter.

Figure 1c - Example of 2017-18 School Calendar

Regular Schedule  
 Mon Aug 28th – Fri June 15th  
 5th & 6th Grade: Mo, Tu, Th, Fr – 8:00am-3:45pm  
 Wed – 8:00am-1:25pm  
 7th & 8th Grade: Mo, Tu, Th, Fr – 9:00am-4:45pm  
 Wed – 9:00am-2:25pm

<b>August</b>		<b>February</b>	
Monday 21 <sup>st</sup>	First Day for <u>New Students</u>	Friday 9 <sup>th</sup>	No School (Staff Development Day)
Tuesday 22 <sup>nd</sup>	First Day for <u>Returning Students</u>	Friday 16 <sup>th</sup>	Presidents' Day Holiday
<i>*See summer schedule at top of page*</i>		Monday 19 <sup>th</sup>	Presidents' Day Holiday
Monday 28 <sup>th</sup>	Begin Regular Schedule	Wednesday 28 <sup>th</sup>	Parent Conferences
<b>September</b>		<b>March</b>	
Monday 4 <sup>th</sup>	Labor Day Holiday (no school)	Thursday 1 <sup>st</sup>	Parent Conferences (Wed. schedule)
<b>October</b>		Friday 2 <sup>nd</sup>	Parent Conferences (Wed. schedule)
Friday 13 <sup>th</sup>	Last Day of 1 <sup>st</sup> Quarter	Friday 23 <sup>rd</sup>	Last Day of 3 <sup>rd</sup> Quarter
Monday 16 <sup>th</sup>	No School (Staff Development Day)	Monday 26 <sup>th</sup>	Spring Break Begins
Wednesday 25 <sup>th</sup>	Parent Conferences	<b>April</b>	
Thursday 26 <sup>th</sup>	Parent Conferences (Wed. schedule)	Monday 2 <sup>nd</sup>	No School (Staff Development Day)
Friday 27 <sup>th</sup>	Parent Conferences (Wed. schedule)	Tuesday 3 <sup>rd</sup>	Classes Resume
<b>November</b>		<b>May</b>	
Friday 10 <sup>th</sup>	Veteran's Day Holiday	Monday 28 <sup>th</sup>	Memorial Day Holiday
Mon 20 <sup>th</sup> - Fri 24 <sup>th</sup>	Thanksgiving Holiday Week	<b>June</b>	
<b>December</b>		Date TBA	Promotion (Wed. schedule)
Friday 15 <sup>th</sup>	Last Day of 2 <sup>nd</sup> Quarter/1 <sup>st</sup> Semester	Thursday 14 <sup>th</sup>	Wednesday schedule
Monday 18 <sup>th</sup>	Winter Holiday Begins	Friday 15 <sup>th</sup>	Last Day of Classes (Wed. schedule)
<b>January</b>			
Wednesday 3 <sup>rd</sup>	No School (Staff Development Day)		
Thursday 4 <sup>th</sup>	Classes resume		
Monday 15 <sup>th</sup>	Martin Luther King, Jr. Day Holiday		

### School Day

The Charter School's program motivates students and teachers to attend school Monday, Tuesday, Thursday and Friday from 8:00 am to 3:45 pm in 5th and 6th grade and 9:00 am to 4:45 pm in 7th and 8th grade, and on Wednesday from 8:00 am to 1:25 pm for 5th and 6th grade and 9:00 am to 2:20 pm in 7th and 8th grade. The minimum day schedule on Wednesday provides time for faculty collaboration, planning, professional development, and home visits. The staggered starting and ending times of the day support the school's transportation program, which runs bus routes twice in the morning and twice in the afternoon. The selection of grades for the earlier and later start times has been made in alignment with research on child development and the changing sleep needs of adolescents. If we adjust or eliminate the transportation schedule, our start and end times will change accordingly.

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Students at the Charter School experience a seamless program, which includes both regular classroom instruction and extended hours. A team of dedicated faculty implement a unified curriculum that is interwoven across the school day. This includes instruction across core and non-core areas, including reading, writing, math, social studies, science, physical education, the arts, and technology.

A sample Regular Day Schedule is provided in **Figure 1d** and Sample Minimum Day Schedule for Year One is provided in **Figure 1e**.

**Figure 1d - Sample Regular Day Schedule by Grade and Student Cohort**

5th Grade				
Min	Time	San Marcos	USF	Seattle
15	8:00 - 8:15	Homeroom/Breakfast		
30	8:15 - 8:45	Choice Reading	Choice Reading	Choice Reading
75	8:45 - 10:00	Content <sup>2</sup>	Math	ELA
75	10:03 - 11:18	Math	ELA	Content
50	11:18 - 12:08	Lunch / Free Time		
75	12:11 - 1:26	ELA	Content	Math
60	1:29 - 2:29	Enrichment Block		
60	2:32 - 3:32	P60		
10	3:32 - 3:42	Dismissal (Teachers)		
30	3:45 - 4:15	Teacher Prep	Teacher Prep	Teacher Prep
6th Grade				
Min	Time	Long Beach	UCSD	UC Davis
15	8:00 - 8:15	Homeroom/Breakfast		
30	8:15 - 8:45	Choice Reading	Choice Reading	Choice Reading
75	8:45 - 10:00	ELA	Math	Content
75	10:03 - 11:18	Content	ELA	Math
50	11:18 - 12:08	Lunch / Free Time		
60	12:11 - 1:11	Enrichment Block		
75	1:14 - 2:29	Math	Content	ELA
60	2:32 - 3:32	P60		
10	3:32 - 3:42	Dismissal (Teachers)		
30	3:45 - 4:15	Teacher Prep	Teacher Prep	Teacher Prep
7th Grade				
Min	Time	Chico	UC Santa Cruz	USC
30	8:30 - 9:00	Teacher Prep	Teacher Prep	Teacher Prep

<sup>2</sup> Content Blocks are for Science and/or Humanities, which are offered on a rotating schedule.

15	9:00 - 9:15	Homeroom/Breakfast		
30	9:15 - 9:45	Choice Reading	Choice Reading	Choice Reading
75	9:45 - 11:00	Math	Content	ELA
75	11:03 - 12:18	ELA	Math	Content
60	12:21 - 1:21	P60		
50	1:24 - 2:14	Lunch / Free Time		
78	2:17 - 3:35	Content	ELA	Math
60	3:38 - 4:38	Enrichment Block		
7	4:38 - 4:45	Dismissal (Teachers)		
<b>8th Grade</b>				
Min	Time	UC Merced	SDSU	Cal
30	8:30 - 9:00	Teacher Prep	Teacher Prep	Teacher Prep
15	9:00 - 9:15	Homeroom/Breakfast		
30	9:15 - 9:45	Choice Reading	Choice Reading	Choice Reading
75	9:45 - 11:00	Content	Math	ELA
75	11:03 - 12:18	Math	ELA	Content
60	12:21 - 1:21	P60		
50	1:24 - 2:14	Lunch / Free Time		
78	2:17 - 3:35	ELA	Content	Math
60	3:38 - 4:38	Enrichment Block		
7	4:38 - 4:45	Dismissal (Teachers)		

Figure 1e - Sample Minimum Day Schedule

<b>5th Grade</b>				
Min	Time	San Marcos	USF	Seattle
15	8:00 - 8:15	Homeroom/Breakfast		
30	8:15 - 8:45	Choice Reading	Choice Reading	Choice Reading
60	8:45 - 9:45	Content	Math	ELA
60	9:48 - 10:48	Math	ELA	Content
20	10:51-11:11	Lunch		
60	11:14 - 12:14	ELA	Content	Math
35	12:16 - 12:51	Advisory		
22	12:53 - 1:15	Circles		
10	1:15 - 1:25	Dismissal (Teachers)		
30	1:25 - 1:55	Teacher Prep	Teacher Prep	Teacher Prep
60	2:30 - 3:30	PD		
60	3:30 - 4:30	Content Teams		
<b>6th Grade</b>				
Min	Time	Long Beach	UCSD	UC Davis
15	8:00 - 8:15	Homeroom/Breakfast		
30	8:15 - 8:45	Choice Reading	Choice Reading	Choice Reading

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60	8:45 - 9:45	ELA	Math	Content
60	9:48 - 10:48	Content	ELA	Math
20	10:51-11:11	Lunch		
60	11:14 - 12:14	Math	Content	ELA
35	12:16 - 12:51	Advisory		
22	12:53 - 1:15	Circles		
10	1:15 - 1:25	Dismissal (Teachers)		
30	1:25 - 1:55	Teacher Prep	Teacher Prep	Teacher Prep
60	2:30 - 3:30	PD		
60	3:30 - 4:30	Content Teams		
<b>7th Grade</b>				
Min	Time	Chico	UC Santa Cruz	USC
30	8:30 - 9:00	Teacher Prep	Teacher Prep	Teacher Prep
15	9:00 - 9:15	Homeroom/Breakfast		
25	9:15 - 9:40	Choice Reading	Choice Reading	Choice Reading
62	9:43 - 10:45	Math	Content	ELA
62	10:48 - 11:50	ELA	Math	Content
20	11:53 - 12:13	Lunch		
36	12:16 - 12:52	Advisory		
60	12:54 - 1:54	Content	ELA	Math
22	1:56 - 2:18	Circles		
2	2:18 - 2:20	Dismissal (Teachers)		
60	2:30 - 3:30	PD		
60	3:30 - 4:30	Content Teams		
<b>8th Grade</b>				
Min	Time	UC Merced	SDSU	Cal
30	8:30 - 9:00	Teacher Prep	Teacher Prep	Teacher Prep
15	9:00 - 9:15	Homeroom/Breakfast		
25	9:15 - 9:40	Choice Reading	Choice Reading	Choice Reading
62	9:43 - 10:45	Content	Math	ELA
62	10:48 - 11:50	Math	ELA	Content
20	11:53 - 12:13	Lunch		
36	12:16 - 12:52	Advisory		
60	12:54 - 1:54	ELA	Content	Math
22	1:56 - 2:18	Circles		
2	2:18 - 2:20	Dismissal (Teachers)		
60	2:30 - 3:30	PD		
60	3:30 - 4:30	Content Teams		

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## Sample Day

A typical day for a KIPPster is broken down according to the following schedule:

### **8:00 - 8:45 am / 9:00 - 9:45 am (College Readiness Reading/Breakfast)**

KIPP Adelante students start the day on-task. While students eat their breakfast in their homerooms (teams named after universities), they engage in College Readiness Reading which extends their reading and language development through instruction in phonics, reading fluency, vocabulary, and close reading circles. This element of the program was added after the Charter School's third year of operation, after analysis of student achievement data that demonstrated vocabulary was an area of weakness and vulnerability for our students.

### **8:45 am - 3:45 pm / 9:45 am - 4:45 pm (Core Day)**

Following College Readiness and Breakfast, students transition into the following components of their day, week, and month:

- **Morning Meeting** - All students within each grade level gather once a week as a team and family during our school's Morning Meeting. Led by the Principal, teachers, and student leaders, Morning Meeting is an opportunity for our school community to share successes, discuss our school's values, problem-solve, make announcements, and present an Adelante Award to the student in each grade level who has best exemplified the values of the school. These fifteen minutes set the tone for the school week and ensure that the entire grade level community - students, teachers, and staff alike - are collectively focused on working towards the school's mission.
- **Core Curriculum Blocks** - All students engage daily in standards-aligned core curriculum blocks in ELA, mathematics, and content (science and/or social studies, which alternate on a rotation).
- **Enrichment** - All students in 5th and 6th grade engage in daily enrichment courses, which alternate across three disciplines: Physical Education, Music/Orchestra, and Digital Media and Technology. In the 7th and 8th grades, all students engage in Physical Education as part of their enrichment rotation and then are able to elect from additional enrichments that are taught in multi-age groupings. These offerings currently include Voice and Identity, Music and Orchestra, Art, Digital Media and Technology, and Sports.
- **P60** - The Power 60, or P60, block is designed to meet the needs of students, through strategic reteaching and intervention on a daily basis. During this block, students are regrouped based on need and teachers work strategically with groups based on those needs. For example, while a small group of

struggling readers works with the reading interventionist, other groups of students work with ELA and Math teachers to address gaps in learning as identified in exit tickets and assessments. Students who are exceeding may be engaged in a shared reading or online learning activity, while students with special needs use this time in the Learning Lab to focus on work aligned to their IEP goals. Finally, students who are ELs receive integrated and designated ELD supports during this time in their groupings based on need and level.

- **Advisory** - Once a week on minimum days, students meet in mixed grade advisories. Student advisories stay consistent over the course of the three years, to create a small group of students who know each other well and to build relationship across grade levels. As such, this team of students and their advisor become a support structure for one another. Work in advisory is focused on building community, developing character traits, forging college awareness and readiness, engaging in community service, and actively monitoring progress toward academic, socio-emotional, and behavioral goals.
- **Circles** - Once a week on minimum days, students meet in home rooms for Restorative Justice circles. As with advisory, these circles help to build community between students and develop positive self identity. In addition, they hold the space to address problems and conflicts that occur within the community and repair harm when needed.
- **Whole School Celebration** - At the end of each month a whole school celebration is held to highlight and celebrate student achievement, attendance, and development of character traits.

## Summer School

KIPP Adelante may provide summer school, which commences one week prior to the beginning of the traditional school year. New students may attend this summer school all five days, with returning students joining the new students for the last four days. By beginning the school year a week early, KIPP Adelante students, parents, and teachers have a head start in preparing for the upcoming academic year.

The additional days are not designed as traditional summer school for those students who failed to perform adequately during the regular school year, but rather as an introduction to the upcoming school year and an orientation for incoming students. The time affords teachers an opportunity to assess their students with writing samples, reading inventories, and basic math skills tests. With this knowledge of their students before the school year starts, teachers are able to adjust plans for an effective course of study for their students based on their actual strengths and weaknesses.

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Also, during the beginning of the year it is important that KIPP Adelante provides new students, and reminds returning students, an overview of our school's mission, values, and expectations. The foundation for our school culture of achievement and respect is established during this time. Students are introduced to the concepts, challenges, strengths, and rewards of working as a team and family. On the first day of school, all children learn what year they will graduate from college, and begin the process of learning how to focus on their short-term, intermediate, and long-term goals to be successful at KIPP Adelante and at San Diego's preeminent high schools and colleges.

## Philosophy and Approach to Education

### Educational Philosophy

KIPP Adelante believes that students deserve to have choice in their lives, and that this choice enables them to lead fulfilled lives of purpose. In order to have this choice, we believe students must master state and national standards as well as 21st century learning skills. As many of our students come to the school considerably below grade level, our most important charge is to grow their achievement by more than one year annually. To do so, the school must provide a program that:

- Is rigorous, holding high expectations for academic knowledge and skills, intellectual habits, and character traits for students
- In engaging, leveraging project based learning and authentic learning opportunities to make learning meaningful and relevant to students lives
- Provides intensive supports to backfill gaps in knowledge and skills
- Builds student ownership and agency, with multiple opportunities to celebrate development and showcase learning
- Actively partners with families, using frequent communication to build understanding, transparency, and collective ownership
- Uses data on an ongoing basis to inform decisions and problem solve, ensuring we are making the right choices for students and their learning
- Builds a foundation of relational trust, which allows all stakeholders to take risks and grow
- Maintains support of students after graduation, staying true to the mission of preparing students for success in top-quality high schools, college, and the competitive world beyond.

## What It Means to Be Educated in the 21<sup>st</sup> Century

The Charter School seeks to ensure that all students develop the academic skills, intellectual habits, and character traits that are necessary for success in top-quality high schools, college, and the competitive world beyond. We believe these skills, habits, and traits prepare students to be educated citizens in the 21st century and are as follows:

- **Academic Skills**

- Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.
- Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.
- Students will be able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
- Students will be able to demonstrate an understanding of the core ideas, practices, and crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving.
- Students will be able to demonstrate an appreciation and understanding of issues regarding fitness and wellness along with a capacity to make conscientious decisions around important matters including nutrition, exercise, body image, and healthy relationships.
- Students will demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.
- Students will be able to create, evaluate, and effectively utilize information, media, and technology.

- **Intellectual Habits**

- Students will develop the intellectual habits and skills that prepare them for the increasingly complex life and work environments of the 21st century, including creativity and innovation, critical thinking and problem solving, communication, and collaboration.

- **Character Traits**

- Students will develop the KIPP Character Traits that are essential for success in top-quality high schools, college, and the competitive world beyond. These include:
  - *Zest* - An approach to life filled with excitement and energy
  - *Grit* - Perseverance and passion for long-term goals
  - *Curiosity* - The search for information for its own sake
  - *Optimism* - The expectation that the future holds positive possibilities and the confidence that, with effort, these possibilities become likelihoods
  - *Gratitude* - Appreciation for the benefits we receive from others and the desire to reciprocate with our own positive actions
  - *Self-Control* - The capacity to regulate thoughts, feelings, or behaviors when they conflict with valued goals
  - *Social Intelligence* - Awareness of other people's motives and feelings and using this understanding to navigate social situations appropriately
- Students will hone traits and skills that allow and encourage them to become concerned and active citizens of their communities, nation, and world, including teamwork, responsibility, achievement, constant learning, and kindness/respect (TRACK).

### How Learning Best Occurs - Means to Achieve Mission and Vision

The Charter School will employ a five-pronged approach to achieve its mission and vision for the targeted student population. We believe that when each of these factors are in place, learning will best occur for our students. The five core factors are as follows:

- Rigorous Expectations and Standards
- Authenticity and Exposure to Opportunities
- More Time on Task
- Cultivation of Team and Family
- The Power of a Network

#### Rigorous Expectations and Standards

The goals of the Charter School are not modest. We not only expect our students to develop mastery across academic content, intellectual habits, and character traits, we also expect alumni to attend and graduate from college. Toward that end, the curriculum at the Charter School is rigorous and in full alignment with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California

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State Standards (CSS), and English Language Development Standards (ELDS) as adopted by the California State Board of Education. Furthermore, Project Based Learning experiences are leveraged to support mastery of 21st Century Thinking Skills in addition to these standards, which may integrate character education, field lessons, technology, physical education, the arts, and community service.

Each year, during summer professional development, teachers create year-long standards-aligned curriculum maps, monthly unit plans, and daily lesson plans. During the summer session, students' needs and performance levels are assessed. Teachers then adjust the initial plans based on the actual needs and strengths of their students to ensure that the curriculum is rigorous, appropriately paced, scaffolded, and, ultimately, mastered by the students. An accelerated pace is necessary to catch students up academically, and to prepare students for the rigorous and challenging curriculum they will encounter in high school Honors and Advanced Placement programs. This is accomplished by having a longer school day, week, and year.

#### More Time on Task

The Charter School's program motivates students and teachers to attend an extended schools day Monday, Tuesday, Thursday and Friday from 8:00 am to 3:45 pm in 5th and 6th grade and 9:00 am to 4:45 pm in 7th and 8th grade, and on Wednesday from 8:00 am to 1:25 pm for 5th and 6th grade and 9:00 am to 2:20 pm in 7th and 8th grade. The school year runs for 180 days per year, with an additional week of Summer School, far exceeding the minimum for charter schools. These additional days and hours are squarely focused on developing the academic skills, intellectual habits, and character traits of our students.

Students at the Charter School experience a seamless program, which includes both regular classroom instruction and extended hours within a single location. A team of dedicated faculty implement a unified curriculum that is interwoven across the school day. Students begin each day with a targeted literacy block, that is followed by seven hours of instruction across core and non-core areas, including English language arts, math, content (social studies and/or science on a rotating schedule), physical education, technology, and music.

By enrolling students in grades five through eight, KIPP Adelante effectively bridges the crucial gap between elementary and high school. This is often a time during which many youth replace academic fervor with involvement in harmful influences such as drugs, gangs, violence, and crime. KIPP Adelante focuses on children at the young age of nine or ten, providing them with a safe space for their extended day coupled with

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the supports and encouragement necessary to successfully navigate the turbulent years of early adolescence.

#### Authenticity and Exposure to Opportunities

KIPP San Diego believes that preparing students for success in college and career must begin early - exposure to opportunities is critical in the development of student identity and the understanding of possibilities.

The incorporation of an extended day and year allows the Charter School to develop creative programming that not only bolsters students' academic achievement, but also the cultural capital that is critical to their ultimate success. The school curriculum purposefully integrates field lessons to various cultural, historical, scientific, and educational sites, placing students in authentic learning experiences that relate classroom learning to their lives and exposes them to field experts and potential career paths. This has resulted in deep partnerships with organizations throughout San Diego, including the San Diego Central Public Library, San Diego Symphony, San Diego Opera, San Diego City Hall, and Balboa Park.

In addition, we purposefully expose students to a variety of college campuses over the course of their time at the Charter School. We recognize that many of our students come from homes where college attendance has not been a reality - for 29% of families across San Diego the highest level of educational attainment is a high school diploma and in low-income communities such as Barrio Logan this number increases to 55%. In response, the Charter School aims to build student understanding of life on college campuses, the reality of admissions requirements, and the benefits of attending higher education. It is our goal that by the time a student is promoted from eighth grade, he or she will have visited at least four college campuses. These visits demystify what college is, build excitement around the possibilities that experience holds, and allow students to begin to visualize themselves on these very campuses.

#### Cultivation of Team and Family

The Charter School utilizes a small-school environment, where students are known well and the atmosphere and expectations emphasize mutual respect and teamwork at all times. Our school's culture has been purposefully created to uphold our five core values: teamwork, responsibility, achievement, constant learning, and kindness/respect.

Students and families are actively supported in learning the routines, procedures, and high expectations of our school, as well as how we can work together as a team to support their development. All students participate in a four or five day summer school session to support them in their annual transition back to school.

Parents are expected to be partners in their students' education at the Charter School and are actively engaged toward this end. Teachers help bridge the gap between school and community by making home visits at the beginning of the school year and throughout the academic term, as well as providing cellular phone numbers in order for students and families to contact teachers at night for homework assistance or in case of an emergency. Parents also have on-demand access to information on the school and their student via an online portal.

#### The Power of a Network

The Charter School operates both independently and as a member of the KIPP network, leveraging strong local partnerships within the local San Diego community as well as the knowledge base of over 200 charter schools and regional offices that work collaboratively with the KIPP Foundation. The KIPP Foundation is a national, non-profit organization whose mission, like that of the Charter School, is to provide students with the academic knowledge, intellectual skills, and character traits needed to succeed in top quality-high schools, colleges, and the competitive world beyond. The KIPP Foundation achieves its mission by training and supporting school leaders to open and run high-performing public schools based on KIPP's Five Pillars: High Expectations, Choice & Commitment, More Time, Power to Lead, and Focus on Results.

At the end of its first two years of operation, and every year there is a Principal transition, every KIPP School undergoes an intensive school inspection. These inspections determine whether each school has successfully implemented KIPP's Five Pillars and is fulfilling the KIPP mission to provide underserved students with the knowledge, skills, and traits required to succeed in top quality high schools, colleges, and the competitive world beyond.

The KIPP Foundation provides ongoing commitment to and support of the Charter School in multiple forms. As a member of the network of KIPP Schools, the Charter School has access to curricular and instructional best practices from leading educators that are continuously updated to adapt and comply with changes in state and national standards. The KIPP Foundation also provides consulting services as needed to

support the Charter School, across areas such as business operations, facility planning, academic and community outreach programs, and team development.

By tapping into the extensive network of resources throughout San Diego, as well as accessing the proven resources of the KIPP organization, the Charter School operates as a grassroots and community-supported public school based upon an established model of success.

Please see **Appendix 1 - Research Base** for publications highlighting the efficacy of the Charter School and the KIPP model.

## Curriculum and Instruction - Academic Program

The curriculum framework described herein is based upon the CCSS, NGSS, CSS, and ELDS for 5th through 8th grade, and is designed to prepare students for the best high schools, colleges, and universities in the region and country. Teachers at the Charter School will be welcome to supplement this curriculum with their own innovations, research, and expertise. Because of our commitment to ensuring all students master the content standards, students who are furthest behind will receive additional supports to accelerate their learning, as described in the “P60 Block” within this section and in “Serving Special Populations” section of **Element 1** further below.

In accordance with state regulations, the Charter School will provide standards-aligned curriculum for English Language Arts, Mathematics, Science, Humanities (History-Social Science), Physical Education, and Visual- Performing Arts across our students’ 5th through 8th grade experience. These courses will be supplemented by the Charter School’s P60 Block that provides extra time for intervention, language development, and advanced curriculum. Finally, these course will be complemented by the use of Advisory and Circles, which provide time for community building and the development of student ownership and agency.

### English-Language Arts

#### Philosophy

The Charter School believes that to be a 21st century learner, students must be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes. We believe this is best done through an English Language Arts (ELA) program that:

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- Is designed specifically to meet the rigors of the CCSS in ELA, with a careful progression that builds lesson to lesson and year to year.
- Develops student's reading, writing, speaking, and listening skills across genres and for a variety of purposes and audiences.
- Provides both grade level content and experiences, as well as personalized learning to meet students where they are and accelerates their growth toward grade level proficiency.
- Challenges students to leverage the problem solving and design thinking processes within the sphere of language arts.
- Emphasizes literacy as an iterative process, with a focus on leveraging multiple reads to deepen understanding when reading (close reading) and a cyclical process of drafting and revision in writing.
- Reinforces the fundamentals of literary analysis, grammar, the writing process, public speaking, note taking, and the ability to identify social and cultural influences and differences in texts, which are critical to success in competitive high schools and colleges.

In addition, we believe a culture of literacy must be imbued throughout the culture of the school. All subject areas - not just ELA - hold the collective responsibility of reinforcing vocabulary development and developing metacognitive reading comprehension skills (e.g. making connections, visualizing, determining importance, questioning, etc.), writing skills (e.g. revision, peer editing), and speaking skills (e.g. speech giving, class presentations, group work).

### Curriculum

Students at the Charter School consistently enter far below grade level. We believe that to effectively serve these students, we must provide a two-pronged approach to ELA that:

- Ensures they receive daily exposure and experiences to grade level content.
- Provides them with differentiated learning that meets them where they are and accelerates learning to close gaps.

Toward this end, the Charter School may utilize ELA curriculum across multiple settings to meet the needs of its learners, some examples are as follows.



### ELA Block - KIPP Wheatley

The ELA Block utilizes KIPP Wheatley as its core curriculum. KIPP Wheatley was developed by the KIPP Foundation, in collaboration with Great Minds (the designers of the Eureka curriculum).<sup>3</sup> The KIPP Wheatley curriculum ensures that all students receive daily exposure to and instruction in grade level texts and standards. It is specifically designed to be part of an overall literacy program that also includes independent and guided reading of text at students' reading levels, as well as phonics as needed. In this way, the "bar is held" at grade level while also providing personalized paths for students to reach that bar. These personalized paths for levelled reading, independent reading, and phonics occur for students in the P60 Block and in College Ready Reading as described further in this section.

The KIPP Wheatley ELA program provides a balanced approach to literacy instruction, which includes close reading, independent reading, language study, and writing on a daily basis. Research and experience show that effective literacy programs build students' word and world knowledge, integrate reading and writing instruction, align with college-ready standards, and are centered on authentic, high-quality texts.

The Wheatley Portfolio provides a coherent sequence of thematic curriculum units that connect the skills delineated in the CCSS in ELA with suggested works of literature and informational texts, alongside activities that teachers can use in their classrooms. In this approach, students are engaged through the immersion in authentic literature, text, and media and then learn to develop grade level skills within these varied media.

KIPP Wheatley is composed of five modules, which include seven high leverage components as seen in **Figure 1f**.

### Figure 1f - KIPP Wheatley

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<sup>3</sup> For more information, please see <http://www.kipp.org/wp-content/uploads/2016/09/KIPP-Wheatley.pdf>

HIGH LEVERAGE COMPONENTS	KEY FEATURES			
TOPICS & THEMES	Important, interesting, and diverse topics and themes		Essential questions and enduring understandings to promote deep inquiry and knowledge of the world	
ANCHOR & SUPPORTING TEXTS	High-quality, grade-level, complex texts in the range of genres recommended by the CCSS		Fiction, informational text, poetry, books, short stories, articles, videos, and images that include diverse peoples and perspectives	
CLOSE & SHARED READING	Shared, grade-level texts to engage all students		Focus on close reading to promote deep understanding of complex texts over multiple reads	
WRITING	Process-based, text-based writing in a variety of genres covered by the CCSS		Writing activities to guide students towards deep content knowledge and support mastery of diverse writing formats and skills	
VOCABULARY & GRAMMAR	Vocabulary and grammar lessons to help students integrate skills needed for effective reading, speaking, and writing			
CONSISTENT INSTRUCTIONAL ROUTINES	Consistent routines that support student automaticity, build strong reading habits, and streamline teacher planning		Annotation and note-taking routines for reading, graphic organizers and schematics for writing, and discussion-based routines, such as Socratic Seminars	
ASSESSMENTS	Daily checks for understanding to assess mastery of learning goals	Process-based writing tasks (three to six per module)	"Fresh text assessments" that evaluate students' ability to closely read new texts on the same topic and demonstrate writing skills on demand	End-of module assessments aligned to PARCC and Smarter Balanced exams

### P60 Block - Leveled Reading

While all students participate in the Wheatley Reading Curriculum, students who are below grade level also receive reading intervention at their reading level during the P60 Block. Accelerated Reader is used to assess students' reading levels five times per year. The Reading Specialist supports teachers in reviewing this data in data meeting, to group students by reading levels, set benchmarks for growth in the next cycle, and develop guided reading plans to achieve this growth. The Fountas and Pinnell Intervention Library provides the foundation for these reading groups. In addition, the blended learning tool Lexia is used to support students who require foundational phonemic awareness and phonics skills. Students who are at or above grade level engage in shared reading and online learning experiences that extend and that advance their development.

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### College Readiness Reading - Independent Reading

To promote independent reading, students are provided with twenty-five minutes of choice reading two to three times per week. Students select from a variety of media, including novels, newspapers, and periodicals. In addition, students are encouraged to carry a book at all times to read when they have a spare moment. The Charter School incentivizes the practice of abundant independent reading through its Ravenous Readers program.

### Novel Engineering

The Charter School is currently piloting the practice of Novel Engineering, an innovative approach to integrate engineering and literacy.<sup>4</sup> Select pieces of literature from the curriculum - including stories, novels, and expository texts - are used as the basis for engineering a design challenge. Students identify problems, design realistic solutions, and engage in the Engineering Design Process while reinforcing their literacy skills. A typical Novel Engineering process includes the following steps:

1. **Read a book and identify problems** - Through discussion and attentive reading, students collect problems that characters face.
2. **Scope problems and brainstorm solutions** - Students consider the needs of the story's character/client and the context/constraints imposed by the text as they brainstorm possible solutions.
3. **Design a solution** - Students work in teams to plan and build a functional prototype that addresses the character's needs and constraints.
4. **Get feedback** - Students test their solutions as they build and get feedback from their teacher and/or peers.
5. **Improve designs** - Students use information gathered during testing and presentations to improve and revise their designs.
6. **Share** - Teams can either present their final solution or reflections on their process to the class, write a story that includes their solution, or make an advertisement for their solution.

Through the Novel Engineering process, students are actively engaged, enhance their reading comprehension as they work to find evidence in text, develop an understanding of connections between disciplines, engage in the process of design thinking, and practice important 21st century thinking skills such as teamwork and communication. Novel Engineering is being explored as both a complement to the KIPP Wheatley curriculum, as well as an extension activity within the P60 Block.

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<sup>4</sup> For more information, please see <http://www.novelengineering.org/>

## Mathematics

### Philosophy

The Charter School believes that to be a 21st century learner, students must be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios. We believe this is best done through a mathematics program that:

- Is designed specifically to meet the rigors of the CCSS in Mathematics, with a careful progression that builds lesson to lesson and year to year.
- Provides authentic applications, that build meaning and relevancy, in turn reducing the fear of mathematics.
- Leverages multiple modalities - especially important for language learners - so that auditory, visual, and kinesthetic learning is deployed in the service of deeper conceptual understanding.
- Places the learning on the student, with the teacher providing supports and scaffolds to advance discovery.
- Promotes collaborative inquiry utilizing cognitively guided instruction.
- Builds conceptual understanding and numerical fluency simultaneously.

### Curriculum

The Charter School may utilize Eureka Math by Great Minds as its core curriculum in fifth through eighth grade. Eureka Math is one of the only curricula specifically designed to the CCSS, as opposed to most curricula that have been “re aligned.” EdReports.org, an independent nonprofit that vets TK–12 curricula, consistently rates Eureka Math as one of the top programs in the country. In its 2015 report, Eureka Math received a rating of 63 out of 70 possible points while the next most used curriculum, Everyday Math, averaged just 36 points. In both the 2015 and 2016 reports, Eureka Math was the clear leader among the 20 reviewed math curricula for its focus/coherence, rigor, and usability.

These math curriculum successfully prepares students for mastery of the CCSS and equips them with the skills they need to excel in advanced math tracks at top high schools in the region.

## Science

### Philosophy

The Charter School believes that to be a 21st century learner, students must be able to demonstrate an understanding of the core ideas, practices, and crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving. We believe this is best done through a science program that:

- Is designed specifically to meet the rigors of the NGSS Framework and CCSS in ELA for Science.
- Introduces students to investigation and experimentation across the disciplines of earth, life, and physical sciences.
- Engages students in the process of design thinking (empathize, define, ideate, prototype, test).
- Develops students':
  - Scientific skills of observation, sequencing, measurement, classification, description, experimentation, inference, and prediction.
  - Ability to use a variety of instruments and tools to measure data
  - Use of scientific vocabulary to explain their observations and experiences
  - Collaboration skills, enabling students to function effectively in group-settings, see their peers within the school as their family, view their class and various groups as a team, and develop the values of teamwork, citizenship, and collective goal attainment.
  - Communication skills, providing students multiple opportunities each year to exhibit their work to authentic audiences, answering unscripted questions about the content and the process of their work.
- Emphasizes the cross-cutting concepts of science and engineering, as well as the interdisciplinary bridge between math, science, technology, and the history of science as appropriate.
- Supports students in the production of beautiful work with lasting value, which involves critique, revision and integrating feedback from peers.

### Curriculum

The Charter School may utilize teacher-created Project Based Learning (PBL) units for the Science curriculum. These units are designed backwards from the NGSS and CCSS in ELA for Science, using the the Understanding by Design methodology. Local experts

who are well versed in international instruction support in this content development. Units are reviewed and revised on an annual basis.

The science curriculum introduces students to investigation and experimentation in the earth, life, and physical sciences across their fifth through eighth grade experience. A broad, multicultural history of science focus 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.

As an integral part of this curriculum, teachers engage students in hands-on activities such as making, labs, dissections, and field lessons to relevant local venues like the San Diego Water Conservation Authority. For example, 5th grade science teachers conduct a part of their Life Science Unit at the San Diego Zoo so that students can observe the various animals and their habitats, with an emphasis on the ecosystem. In later grades, students may learn how the eye functions to capture light by dissecting the cow eye. Since the cow eye is very similar in structure to the human eye (albeit a bit larger), students can easily understand how the different parts contribute to the vision of the organism. These additional experiences provide the authenticity and exposure to opportunities that the Charter School believes is necessary to meet its mission.

## Humanities (History-Social Science)

### Philosophy

The Charter School believes that to be a 21st century learner, students must be able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others. We believe this is best done through a Humanities program that:

- Is designed specifically to meet the rigors of the CSS in History-Social Science and CCSS in ELA for History-Social Science
- Is rooted in Project Based Learning, with deep literacy integration and incorporation of additional subject matters as appropriate to deepen student learning
- Actively engages students in the process of inquiry, in which they develop questions and plan their investigation, learn to apply the tools and concepts of the discipline, evaluate sources and use evidence, communicate conclusions, and take informed action.

- Focuses on developing collaboration skills, enabling students to function effectively in group-settings, see their peers within the school as their family, view their class and various groups as a team, and develop the values of teamwork, citizenship, and collective goal attainment.
- Develops students literacy skills across multiple forms and formats of primary and secondary sources, including multiple genres of text, charts, graphs, and other representations of geographical and historical concepts.
- Utilizes physical, human, and environmental geography to deepen insight into the factors that determine how communities and cultures have formed, been in conflict, and evolved.
- Develops a strong understanding of the countries, cultures, physical features, environments, and landforms of the world.
- Emphasizes the skills and practices necessary to be an active and prepared citizen in democratic decision-making.

We firmly believe that a thorough understanding of history and social science is necessary for students to develop a strong sense of personal identity, to understand and appreciate the different identities of others, and to become active citizens of our country, and, with its growing interconnectedness, our world. We also believe that this understanding provides the cultural capital necessary to succeed in exemplary secondary schools and college.

### Curriculum

The Charter School may utilize teacher-created Project Based Learning (PBL) units for the Humanities curriculum. These units will be designed backwards from the CSS in History-Social Science and CCSS in ELA for History-Social Science, using the the Understanding by Design methodology. Units are reviewed and revised on an annual basis.

Over their 5th through 8th grade experience, students receive instruction in “United States History and Geography” and “World History and Geography.” Each strand focuses on civic and economic implications using research and analysis. An understanding of geography is fundamental to comprehending the major events of United States and World History, and is thus a major focus of the Humanities curriculum. Physical, human, and environmental geography is studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

As an integral part of the curriculum, teachers regularly plan field lessons to cultural sites that possess visuals and artifacts as well as content experts to enhance the students' understanding of historical concepts. This may include regional as well as national trips, from meeting with local public servants to understand their role in San Diego to travelling on special trips as was done during the 2008 election to Washington DC when students visited the White House, met personally with a senator from California on the steps of the Capitol, and toured the many monuments and historical communities in that city.

## Physical Education and Health

### Philosophy

The Charter School believes that to be a 21st century learner, students must be able to demonstrate an appreciation and understanding of issues regarding fitness and wellness along with a capacity to make conscientious decisions around important matters including nutrition, exercise, and body image. We believe this is best done through a physical education and health program that:

- Is designed in alignment with the CSS in Physical Education.
- Immerses students in sports-related activities and physical fitness, developing competency in a variety of traditional and non-traditional sports (i.e. basketball, lacrosse, soccer, ultimate Frisbee, track, and yoga).
- Develops motor skills and coordination on a developmentally appropriate continuum that supports students in performing a growing variety of physical activities.
- Promotes the understanding of movement concepts, principles, and strategies, while immersing students in physical activities that allow them to develop, demonstrate, and utilize this knowledge and these skills.
- Actively engages students in self-assessment and reflection on their own level of physical fitness to maintain and improve, as needed, health and performance.
- Stresses the benefits of teamwork and an understanding of and appreciation for shared outcomes and collaboration, while teaching and enforcing the social rules that govern team interaction and competition.

### Curriculum

All students receive instruction in physical education in accordance with the Physical Education Model Content Standards adopted by the California State Board of Education. As part of the California Assessment of Student Performance and Progress



(CAASPP) accountability system, students' physical fitness is formally assessed in the fifth and seventh grades using the FitnessGram test.

The Physical Education program focuses on sports-related activities and physical fitness. As such, students develop competency in a variety of sports (such as lacrosse, ultimate Frisbee, soccer, and basketball), develop their motor skills and coordination in activities such as yoga and aerobics, become more physically fit, and learn the benefits of teamwork. Teamwork is an omnipresent theme at KIPP Adelante, with the social rules that govern team interaction and competition actively taught and reinforced. The Physical Education program is thereby focused on improving the physical and mental health of the students, as well as building an understanding of and appreciation for shared outcomes and collaboration.

The Charter School also believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. Toward this end, enrichment opportunities such as soccer teams and fitness clubs are established in alignment with student interest and available faculty sponsorship. The Charter School currently offers team sports in boys and girls basketball and soccer, boys football, girls volleyball, cheerleading, and a girls mini mermaids running club.

## Visual and Performing Arts

### Philosophy

The Charter School believes that to be a 21st century learner, students must be able to demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas. We believe this is best done through a visual and performing arts program that:

- Is designed in alignment with the CSS in Visual and Performing Arts.
- Holds a focus on music and performing arts, expanding students cultural capital
- Is integrated as appropriate into core curriculum to extend and enhance learning, as well as taught individually to ensure a developing understanding of core concepts and skills over time.
- Engages students in creating, practicing, performing/presenting/producing, responding, and connecting to and with the arts.
- Focuses on the development of students' artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications.

- Develops students ability to reflect on the arts and participate in arts criticism based on one's observations, knowledge, feelings, and ideas about the arts.
- Actively integrates literacy through reading, writing, and communicating about the arts and artists.

### Curriculum

The Charter School will utilize teacher-created units for the Visual and Performing Arts curriculum. Units will be designed backwards from the CSS in Visual and Performing Arts, using the the Understanding by Design methodology and focusing on the following strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. Students will receive instruction in the arts in all grades, with a focus on music. As an integral part of this curriculum, students will receive arts exposure throughout the year through regular visits to local museums and halls of music, as well as guided instruction from visiting artists and musicians. These experiences help students learn the basics of art and music history, cultural representations through art and music, and the fundamentals of the disciplines.

In alignment with its focus on Music and Performing Arts, the Charter School provides music instruction to expose all students to different experiences in music. For example, 5th graders explore the use of recorders then move into the string instruments of violin, viola, bass, and guitar. 8th graders may select an enrichment in which they learn how to compose music, using digital application. Throughout these experiences, students learn music appreciation and theory, how to read music, how to care for violins and other string instruments, and how to play in an ensemble with increasingly difficult pieces.

In addition to the core music program, a chamber orchestra is available for 6th grade students and an advanced orchestra is available for 7th and 8th grade students. Students in these orchestras practice outside of regular school hours and perform both for the school community and the community at large. In the past, this has included performances in the city's Old Town plaza and for the seniors at the Mary and Gary West Senior Wellness Center in downtown San Diego. Each year, the orchestra instruction culminates with a concert at a local venue, to which all friends and families are invited.

We believe these musical experiences in both the core and extended day build valuable cultural capital to which our students may not otherwise have access.

## Instructional Technology

Technology offers many tools to support high academic achievement at the Charter School. While technology is not a core curriculum to be mastered for its own sake, modern technological tools are employed to achieve specific curricular goals at our school. Just as a calculator can assist with higher-level math equations, 21<sup>st</sup> century technologies are utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature. As a result, the Charter School has committed to one-to-one technology for its students. Technology is utilized at the Charter School to:

- Enhance individual achievement through assessment technologies.
- Enable teachers and students to effectively collaborate with others.
- Enable new forms of student expression.
- Build higher order thinking skills by allowing students to interact with information in multiple ways.

Technology is used as a tool to actively measure student progress toward mastery, inform future instruction, and build transparency around data with students and families. For example, to enhance individual achievement, the software program Illuminate is utilized to analyze standards-based exit tickets and benchmark examinations. The technology allows teachers to disaggregate performance based on standards, and provide targeted remediation to those students who need it. Our technology-based student information system, PowerSchool, allows teachers to collect and share student-specific data, grades, and attendance with families through an online portal. In addition, our DeansList student information system allows teachers to gather data on student growth and progress across academic, socio-emotional, and behavioral domains and print weekly reports to share with students and families.

Technology is also used as a tool for advancing learning. Web-based programs such as Discovery Education, Edmodo, and Khan Academy provide technological resources for our teachers that bring difficult concepts to life and provide opportunities for our students to be a part of a larger learning community. Programs such as Lexia provide additional support in areas such as phonemic awareness and phonics for struggling readers. The integration of technology into our classrooms has been especially beneficial as an instructional tool for our EL students.

Finally, the Charter School engages students in a Digital and Media Arts enrichment course, designed to develop digital citizenship through a 21st century learning environment. In this class, students learn a variety of core technology skills from navigating the Google Suite of applications to developing their own digital portfolios to showcase their learning.

## Curriculum and Instruction - Social and Emotional Program

KIPP Adelante believes in educating the whole child. Toward that end, the Charter School program has intentional components designed to support students social and emotional learning in addition to the academic component detailed above. This begins with setting a clear and consistent vision for culture at the school, then building strong relationship and culture, holding common classroom practices, and leveraging a restorative approach to behavior management.

### Our Vision

KIPP Adelante is a place filled with joyful students on the path to college. We honor the whole child by ensuring our days are filled with engaging lessons, relationship building opportunities, and age appropriate expectations. We set structured and positive schoolwide and classroom cultures and look at missteps as an opportunity to teach while holding students accountable. We believe every day is a new day and a new opportunity for all of our students. Our best classroom cultures have the progressive management system in their back pocket and rarely need to use it because they have built relationships with students and have excellent instruction.

### Building Strong Relationships and Culture

We believe that strong relationships built on unconditional love and respect transform lives. As such, the school employs common practices across classrooms and setting to develop deep relationship. These include, but are not limited to:

- **Knowing Students Well** - All staff are expected to seek to know students well, taking the time to learn about students stories, hopes, dreams, and interests; celebrating birthdays; and honoring and recognizing both struggles and achievements.
- **Common Language** - The common language of the KIPP Charter Traits are used to frame all discussions around behavior, both in terms of recognizing students when they exhibit a trait and redirecting students when they do not. This

occurs across classrooms and the school day, with celebrations weekly at the grade level and monthly as a whole school to recognize students.

- **Rituals and Routines** - The building of culture holds deliberate space within the school day, week, and month with weekly Morning Meetings by Grade level, monthly Whole School Celebrations, and weekly Advisory and Circles for cohorts of students. Across these rituals and routines, a college-going culture is promoted.
- **Family Partnership** - Staff actively engage and get to know families through home visits, sending positive phone calls and notes home, and attending school and community events. This builds the relationship necessary to truly partner with families.
- **Student Voice and Leadership** - Students are provided opportunities to exercise leadership, ranging from classroom jobs to leading activities in morning meeting and advisory. These varied experiences build a collective ownership for the school community.
- **Responsive Supports** - The Charter School meets students where they are, providing additional supports such as group therapy and opportunities to participate in boys and girls groups focused on issues such as positive self worth, body image, and connecting with others who have similar stories. Local mental health providers such as SAY San Diego and Boys to Men serve as critical partners in this work, bringing the community into the life of the school.

### Common Classroom Practices

We believe we demonstrate love for our community through maintaining high expectations and holding each other accountable to our greatest potential. Toward this end, the Charter School holds a common set of expectations for classroom practices as follows:

- **Excellent Instruction** - Students are successful when they are actively engaged by excellent instruction. This includes consistent structures for navigating their learning, such as board configuration and tight classroom structures and routines.
- **Positive Communication** - Teachers are expected to maintain a ratio of 3 positive noted on behavior in DeansList for every one note on needed redirection and growth. Likewise, phone calls and notes home are expected to have a one to one ration between affirmation and redirection.
- **Separating Behavior from Person** - All individuals are expected to be held in unconditional positive regard, separating individual actions from the person.

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- **Positive Redirection** - Teachers are expected to use low cost redirects, proximity, eye contact, private conversations, and positive narration to redirect student behavior. When redirecting, restorative questions, affective statements, forced choice options, language that de-escalates, and logical consequences are used to ensure management is supportive and not punitive.
- **Support Network** - Teachers leverage the broader CARE Team when needed, to gather additional support and strategies for positively managing student behavior as needed.

## Restorative System

The Charter School fully embraces a restorative approach to behavior management and discipline. Toward this end, it has established the following guidelines for all staff.

Working with students in a restorative system is:

1. Listening to students and understand their lives and challenges.
2. Exhibiting unconditional positive regard which means assuming the positive and refraining from labeling or assuming anything about our students or their lives.
3. Modeling adult thinking by sharing why certain rules apply and, listening to student concerns at appropriate times, and engaging in open conversation with students whenever possible.

Working with students in a restorative system is NOT:

1. Removing students from classrooms without assistance from another team member.
2. Using a tone of voice that does not promote a safe learning environment. We always treat students as if their parent were standing next to you.
3. Giving consequences just for the sake of punishment (i.e. no followup to support in changing behavior).

To support all staff in embracing this work, the Charter School has developed a road map for the three tiers to be used in addressing student needs as detailed in **Figure 1g**. While this map provides direction, ultimately relationships and trust are always prioritized before we move to consequences.

## Figure 1g - Progressive Management System

Progressive Management System

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	Tier 1 - Water Drop	Tier 2 - Waterfall	Tier 3 - Tsunami
<b>Description</b>	Minor disruptions to the academic environment that interfere with the learning of self and/or others but do not involve damage to school property or harm to self or others.	Behaviors are those behaviors not specifically enumerated in any other tier that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others.	Behaviors that are not specifically enumerated in any other tier that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. We respond to Tier 3 behaviors by automatically referring students to an administrator.
<b>Teacher Steps</b>	<ol style="list-style-type: none"> <li>1. Clarify expectations for class (if 3 or more students are not following directions)</li> <li>2. Clarify expectations for student(s) privately</li> <li>3. Affective statement and 2 choices that are non escalating and goal oriented</li> <li>4. 5 questions during non-preferred time, teacher calls home after school, and Dean's List reminder</li> </ol>	<ol style="list-style-type: none"> <li>1. Direct message for change (when you....please stop...)</li> <li>2. 5 questions during non-preferred time, call home, and Dean's List reminder</li> <li>3. Fill out referral form and contact AP</li> </ol>	<ol style="list-style-type: none"> <li>1. Fill out referral form and contact AP</li> <li>2. Administrator steps: Student reflections, verify facts, logical consequences, schedule restorative mtgs/reintegration conversations, communicate with grade level teams and guardian</li> <li>3. Have restorative meetings and follow up</li> </ol>
<b>Examples of Student Behaviors</b>	<ul style="list-style-type: none"> <li>• Calling out/talking out of turn.</li> <li>• Eating in class without permission</li> <li>• Possession of junk food</li> <li>• Disrespect/minor talking back: Smacking teeth, "Why?" "Oh my god!" "Mhmm," "Whatever."</li> <li>• Off task/not following instructions/ignoring teacher/not following instructions in a timely manner.</li> <li>• Interrupting class with outbursts (singing, tapping,</li> </ul>	<ul style="list-style-type: none"> <li>• Defiance. <ul style="list-style-type: none"> <li>○ Willful repeated small impact behaviors during same class period</li> <li>○ Disrespect towards teacher.</li> <li>○ Yelling, cursing, name-calling, shut up, "no,"</li> </ul> </li> <li>• Purposeful, hurtful name-calling, words, and/or inappropriate comments about a teammate's appearance, background or ability.</li> <li>• Public displays of affection</li> <li>• Horseplay/unsafe play</li> <li>• Profanity (directed</li> </ul>	<ul style="list-style-type: none"> <li>• Physical violence or threatening to use physical violence to self or others.</li> <li>• Physical and aggressive verbal advances</li> <li>• Suggestive drug, alcohol or violent display</li> <li>• Possession of weapons</li> <li>• Possession of drugs/alcohol</li> <li>• Stealing</li> <li>• Sexual harassment (verbal or physical)</li> <li>• Indecent exposure (self or others)</li> <li>• Internet abuse (any searches or sites not</li> </ul>

	<p>dancing, clapping, drumming)</p> <ul style="list-style-type: none"> <li>● Distracting other students</li> <li>● Disrespectful remarks towards community member (shut up, move)</li> <li>● Out of seat without permission</li> <li>● Not sitting in chairs or tables safely and respectfully (leaning, feet on other chairs, leaning forward, head down)</li> <li>● Inappropriate or unsafe hallway behavior (running, yelling, not in line)</li> <li>● Minor uniform violations (out of uniform, wrong sweater, hood on).</li> <li>● Throwing/passing without permission</li> <li>● Misuse of materials</li> <li>● Minor profanity (under breath, not directed at anyone)</li> </ul>	<p>toward other students or public - outside of classroom)</p> <ul style="list-style-type: none"> <li>● Inappropriate use of Internet (surfing a site not approved by a teacher)</li> <li>● Mishandling computers (using computers without permission, changing settings, logging in under someone's information, rough handling, wrong website).</li> </ul>	<p>designed for children or educational purposes)</p> <ul style="list-style-type: none"> <li>● Vandalism (destroying school or other school property)</li> <li>● Sexual contact or display</li> <li>● Repeated bullying (including cyber)</li> <li>● Cheating/copying a test</li> <li>● Ditching</li> <li>● Walking out of classroom w/o permission</li> </ul>
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## Promotional Standards

The Charter School program is designed to ensure that all children succeed. Flexible structures within the regular school day, as well as through the extended day program, provide the time to ensure all students receive the supports necessary to achieve mastery. Ultimately, mastery of the objectives at each grade level is the basis for promotion. This mastery is determined through a variety of measures, including report cards, classroom based assessments, benchmark assessments, state assessments, and teacher and family observations. As a result of the differentiated supports and extended time on task, the Charter School has historically realized a promotion rate of approximately 97.5%.

As detailed in **Element 3**, teachers regularly assess student's progress using a set of external and internal assessments to gauge student progress in mastering the objectives. Students who are in jeopardy of retention are individually counseled and



given extra help in their specific areas of concern, as detailed in the “Serving Special Populations” section of **Element 1** further below.

## Professional Development and Evaluation

At the Charter School, the Principal sets the tone and develops the conditions under which staff members become members of a professional learning community and the keepers of the school’s culture and values.

### Professional Development

The Charter School leverages a multi-pronged approach to staff development to ensure that teachers fully understand and support the school’s mission, goals, and values. This approach includes, but is not limited to, the following:

- **Summer Onboarding** - Each summer, teachers receive two weeks of professional development during which they are acculturated and provided the training necessary to implement the program and meet the goals as detailed in this charter petition and the school’s Local Control and Accountability Plan (LCAP). This orientation also involves specific activities designed to align the staff and foster teamwork.
- **KIPP School Summit** - Each summer, teachers and staff also have the opportunity to travel and participate together in the annual KIPP School Summit. At the Summit, teachers from KIPP schools throughout the country convene for one week to share best practices, challenges, and research about how to ensure our students become college-bound. All core teachers and the school leadership typically attend the annual summit.
- **Professional Learning Community** - During the school year, teachers work as a professional learning community to further their practice in flexible groupings. This includes professional development days, whole staff meetings, and vertical and grade level team meetings. During these meetings, time is dedicated to critically look at student work using a research-based protocol and to engage in dialogue regarding common professional texts read by all faculty members. Teachers are also required to observe each other and other excellent teachers, and provide regular feedback on performance and growth to their peers. Finally, teachers consistently exchange best practices with each other and teachers at similar schools.
- **Coaching** - Every teacher has an instructional coach, who provides individualized professional development experiences for the teacher. This work

primarily happens in observation cycles, in which the coach observes instruction, meets with the teacher to reflect on the observation and review student work and data, and then uses this observational and achievement data to inform the planning process for future instruction. Coaching supports teachers in meeting the academic, social, and emotional needs of students.

- **External Partners** - The Charter School may contract for staff development needs, beyond those available within KIPP San Diego, via SDUSD on a seat availability basis or other private providers. For example, in the past English language arts teachers have benefited from attending the Teachers College Reading and Writing Institute. Faculty members are also encouraged to attend professional conferences, visit local schools, as well as conduct school visits to other KIPP schools, according to their own and the school community's needs.
- **School Leader Development** - The Principal of the Charter School benefits from professional development opportunities provided by the KIPP Foundation. For example, each February, school leaders from throughout the KIPP network meet at the annual School Leader Retreat for a weekend of reflection, sharing of best practices, and professional development.

Through this multi-pronged approach, staff development provides both the structured whole staff and small group practices that support alignment and cohesion of the program, but also the personalized experiences to best advance teacher's individual practice. Every moment of professional development is maximized, aligned with the school's goals, and focused on instructional improvement.

## Staff Evaluation

### Overview

KIPP San Diego and the Charter School are committed to constant learning and continuous feedback, both formal and informal. We believe that open dialogue about what is going well and what is not going well is a key strategy for attaining goals and developing every staff member. There should be regular informal feedback exchanges and twice a year, there will be more formal structured reflections, constructive feedback, improvement goals, and conversations about ongoing development. These conversations, both informal and formal, are the opportunities to set goals, clarify expectations, and discuss next steps in professional development.

### Common Expectations

KIPP San Diego has established clearly defined criteria for performance review that include the following:

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- Commitment to KIPP San Diego and the Charter School's mission and goals
- Successful implementation of the curriculum and educational philosophy
- A high level of professionalism
- A high level of accomplishment
- Effective participation in the Charter School faculty "team"

### Performance Management

KIPP San Diego employees will engage in a series of Performance Management activities throughout each year, which may include, but are not limited to, the following:

- **Annual Goal Setting** - Each and every staff member is expected to set annual goals and metrics that align to a high bar of achievement in their role.
- **Goal Progress Assessment and Conversations** - Regular goal progress and assessment conversations will take place between staff members and their direct manager or coach at set intervals throughout the year.
- **Open Feedback and Communication** - Each fall season every staff member will engage in a "2x2" conversation, or a similar protocol, with their direct manager or coach, in which they will highlight two key areas of strength and two key areas for development in their performance thus far. Staff are also asked to highlight two respective areas of strength and development for their direct manager/coach as part of this process. Direct managers and coaches take part in this process as well, naming two areas of strength and development for their direct report/coachee and for their own performance as a direct manager/coach. These reflections are part of the overall 2x2 conversation to discuss performance progress and develop a strong working relationship going forward.
- **Performance Reviews** - Bi-annually, staff members will engage in a formalized Performance Review with their direct manager to discuss their overall performance from the year thus far. If their direct manager was not their coach, the coach will have collaborative discussions as part of this process. Ongoing performance, goal progress and leadership development are all included in this discussion as it relates to the staff member's professional development. Every staff member's performance based on the different goals of their role will impact their continued employment with KIPP San Diego, which therefore may impact any applicable salary increase or role promotion.

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The entire Performance Management process will be reiterated with all staff members at key points throughout the year with set trainings and deadlines from Human Resources. Records from the Performance Review Cycle are maintained confidentially within the Charter School's Human Resources Information System (HRIS) online platform.

#### Observation of Instruction

The Principal will observe teachers in the classroom to determine their effectiveness as facilitators of learning, and their ability to ensure all students make significant progress. A critical part of teacher evaluation and retention will be based on performance outcomes, measuring students' achievement, and the teacher's implementation of the curriculum. The Charter School may utilize the Observation Protocol in **Figure 1h**.

**Figure 1h - Observation Protocol**

Phase	Steps
Pre-Observation Meeting	<ul style="list-style-type: none"> <li>● Outline the purpose of evaluation for teacher</li> <li>● Teacher shares areas in which he/she would especially like specific feedback</li> </ul>
Lesson Evaluation	<ul style="list-style-type: none"> <li>● Principal conducts formal lesson evaluation</li> </ul>
Lesson Debrief and Evaluative Conference	<ul style="list-style-type: none"> <li>● Principal shares written lesson evaluation and overall evaluation</li> <li>● Principal describes performance related to criteria</li> <li>● Principal and faculty member discuss evaluation</li> <li>● Principal and faculty member discuss goals for next semester</li> <li>● Principal summarizes goals, criteria, and findings</li> <li>● Teacher reads summary and responds</li> </ul>

## Family Engagement

KIPP San Diego operates under the premise that teachers, families, and students must work together as partners to create the potential for a quality education. Families are a vital part of this partnership. The Commitment to Excellence outlines the ways in which KIPP Adelante expects and needs families to support the educational mission of the school. The Charter School does not set requirements for families, but rather sets out a shared commitment that it seeks to make between the family and the school.

The commitments asked of families are simple yet powerful and aim to create a home environment that values education. For example, we ask our families, to the best of their ability, to ensure that:

- Their child attends school daily in uniform ready to learn
- Homework is completed
- Their child is allowed to contact the teacher regarding any problem or question on an assignment
- They have provided a quiet place with light for their child to study at home
- They are available to meet with the teachers at home or at school if the need arises.

Please see **Appendix 2 - Commitment to Excellence**, which includes commitments by the teacher, student, and family in support of the student.

Other structures to support family engagement include:

- Home visits to build a connection between family and the school
- A yearly syllabus (Spanish-English) for each class to build an understanding of core objectives and support families in monitoring their students' learning and progress
- An "Open Door Policy" that welcomes families into the classroom
- A weekly "Family Journal," in both English and Spanish, that includes suggestions for ways the family can continue the love of learning at home
- Student Led Conferences (SLCs) to build ownership and agency around learning
- Opportunities to chaperone field lessons and college visits, to broaden understanding of opportunities
- Expositions of Student Work to highlight and celebrate student learning
- Family Learning Nights to build understanding around core elements of the school program, support families in using the school data systems and communication tools, and empower families by teaching them how to navigate the educational system here in the United States and how to best advocate for their child
- An accountability report card in both English and Spanish to build transparency and support families in sharing accountability for the school program

These experiences are designed to provide opportunities for our families to experience our academic program alongside their children, building transparency,

ownership, and agency. In addition, families, like their children, have the teacher's cell phone numbers to follow up with questions at night.

## Community Involvement

Building strong links with the local community is critically important to the Charter School's success. KIPP Adelante partners with individuals and organizations in the community that are dedicated to helping students obtain their academic goals. In addition to the San Diego Unified School District, the Charter School has conducted outreach efforts with a variety of community organizations, including:

- Barrio Logan College Institute
- David's Harp Foundation
- La Jolla Music Society
- La Jolla Playhouse
- Museum of Man
- Rockenbok Education Foundation
- San Diego Central Public Library
- San Diego City College
- San Diego State University
- San Diego Symphony
- San Diego Young Artists Music Academy
- SMARTS Farm
- University of California, San Diego
- Water Conservation Garden

The Charter School also has a volunteer program composed of community members, business leaders, college students, high school students, and parents. Volunteers perform duties that include small group tutorials, office assistance, and facility beautification. As an example, for the past five years, members of the community have participated in "Mock Interviews" to help students prepare for the application process for the high school and colleges they aspire to. On a regular basis, students from University of California San Diego have tutored students and helped in classrooms. Monthly, the Charter School holds a Climbing the Mountain to College Speakers Series during Morning Meeting. Finally, an annual Career Fair is held in which local professionals share their experiences about overcoming obstacles and the choices they made during their adolescent years that led to higher education and their current careers.

Ultimately, the Charter School strives to foster a supportive environment inside the classroom and throughout the school and community so that students will take pride in themselves, their school, their family, their heritage, and their community.

## Serving Special Populations of Students

The Charter School is dedicated to ensuring all students develop the academic competencies, intellectual habits, and character traits necessary to succeed in top-quality secondary schools, colleges, and the competitive world beyond. Toward this end, the Charter School will utilize a Response to Intervention system to serve special populations of students, including students who are low-achieving, students who are high-achieving, students with special needs, and English Learners (ELs) as detailed below.

### Response to Intervention Program

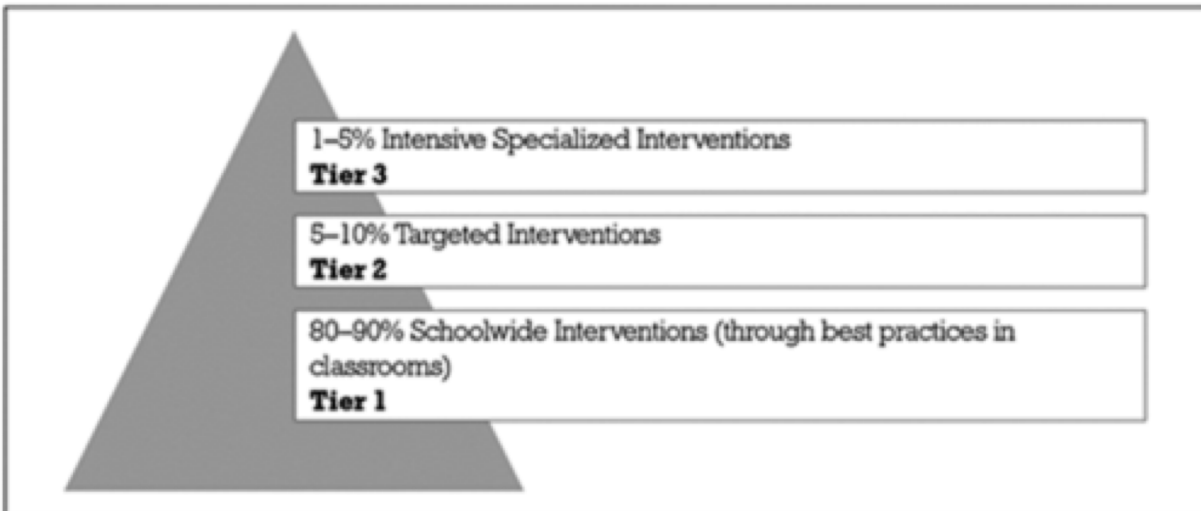
The Charter School will utilize Response to Intervention (RTI) to support special populations of students. RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of academic, social-emotional, and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks to minimize the risk for long-term negative outcomes by responding quickly and efficiently to documented academic, social-emotional, and behavioral problems and ensuring appropriate identification of students with disabilities.

This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- **Primary (Tier 1) prevention** - High quality core instruction that meets the needs of most students across and in alignment with our core components
- **Secondary (Tier 2) Prevention** - Evidence-based intervention(s) of moderate intensity that address the learning or behavioral challenges of most at-risk students across and in alignment with our core components
- **Tertiary (Tier 3) prevention** - Individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention across and in alignment with our core components

**Figure 1i** provides an overview of these interventions and their frequency within the student population.

**Figure 1i - Response to Intervention Tiered Services**



Identification, Parent Notification and Involvement, Supports, and Ongoing Evaluation  
The Charter School teachers and its CARE Team facilitate the RTI process. The CARE Team is led by the Assistant Principal and also includes at least one General Education teacher, the family, and the student as developmentally appropriate. The following examples illustrate the process for identification, parent notification and involvement, provision of supports, and ongoing evaluation for students within the RTI program.

#### Tier 1 Example

When a student is identified as not making appropriate growth academically, socio-emotionally, or behaviorally as measured by the school's assessment data or teacher observation, an intervention plan is put in place by the teacher. The plan identifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student utilizing Tier 1 interventions. Modifications or accommodations could include:

- Changing in seat assignments
- Implementing strategic grouping
- Increased checking for understanding and cognitive coaching by the classroom teacher
- Small group instruction during workshop time and the P60 intervention block



- Giving fewer, more targeted assignments or problems
- Providing additional resources or tools to complete an assignment (i.e. manipulatives, calculator, computer, translated texts, etc.).

The student is assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where students are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. The family is informed of these concerns and interventions via the classroom teacher and/or advisor.

#### Tier 2 Example

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions as measured by the school assessment data, the teacher would then refer the child to the CARE Team, led by the Assistant Principal, to access more of the school's resources for addressing the specific child's challenges. The Assistant Principal would convene all necessary stakeholders and allies in the child's learning to ensure the group has a greater understanding of the whole child. This team would include but is not limited to the student's parent/guardian and at least one general education teacher. Notifications of meetings are made by the Assistant Principal in a timely manner that supports involvement by all stakeholders, including parents/guardians.

This team conducts a root cause analysis and incorporates any additional available and relevant data, such as data from the after school program, from home, and from other teachers across the school. An intervention plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions as appropriate. Tier 2 interventions would include all potential resources not being delivered by the core classroom teacher that could supplement the Tier 1 interventions taking place. This may include:

- Small group pre-teaching and re-teaching by teachers or instructional aides within the core classrooms, during workshop time, or in the P60 intervention block
- Targeted intervention during the P60 block, or the extended day program

The family is informed of these interventions through participation in the meeting, or if unable to attend, by the Assistant Principal.

### Tier 3 Example

If the student makes inadequate progress at Tier 2, the CARE team reconvenes after six to eight weeks and the team collects additional data. At this juncture, the team may alter the interventions plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive interventions that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the team may refer the child for assessment by an IEP team to determine eligibility for Special Education services. The CARE Team, inclusive of an attending special education team member (be it the special education coordinator, education specialist, or school psychologist) would be included in the CARE team decision to refer for a special education evaluation at the 3rd CARE team meeting if deemed appropriate by the CARE Team after more intensive intervention have been attempted and documented. Parent/guardian notification and participation procedures are the same as detailed above under Tier 2 interventions.

### Students Who Are Low Achieving

The Charter School will utilize the Response to Intervention framework, as detailed above, to support students who are low-achieving. As detailed above, the CARE Team will regularly monitor a diverse set of student data to identify students who may benefit from tiered supports in their academic, socio-emotional, or behavioral development. At Tier One, the initial plan is put in place and communicated to parents by the classroom teacher. At Tiers Two and Three, the CARE Team is convened and the process is facilitated by the Assistant Principal. The family is invited to participate in these meetings and, if unable to attend, is informed of plans by the Assistant Principal. The student may also be included, as developmentally appropriate. Support plans are set for 6-8 week cycles, then reviewed to determine if students should have intervention service maintained, increased, decreased, or if the student should be exited from tiered interventions.

### Students Who Are High Achieving

The Charter School believes that all children hold gifts and talents that are unique and precious. Academically high-achieving students may be identified through teacher observation, report card grades, benchmark and state assessments, and/or other assessment measures as detailed in **Element 3** of this charter.

Because all students will be challenged to reach their intellectual potential within the rigorous instructional program, the school will not offer a formal, separate gifted and

talented program. Instead, teachers will leverage tiered supports for students in a similar approach to that used within the RTI process to ensure that high achieving students are learning at their optimal pace and level. This includes Tier 1 modifications, such as extension options for in class assignments, more challenging texts, and special projects and products. It also includes Tier 2 and 3 modifications, such as advanced instruction in workshop time and the P60 Block. The classroom teachers are responsible for developing extension plans for students who are high-achieving and communicating these plans with families, via the Student Led Conferences and additional means as needed.

### Students with Special Needs

The Charter School recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with SDUSD and/or the El Dorado County Office of Education (EDCOE) Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School will comply with SDUSD and EDCOE SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the EDCOE SELPA. The language that follows is not meant to preclude alternative arrangements between the EDCOE SELPA and the Charter School as agreed upon in the MOU.

#### SELPA Affiliation

The Charter School operates as an independent Local Education Agency (LEA) member in the EDCOE SELPA for purposes of special education, pursuant to Education Code Section 47641(a). The Charter School has been a member in good standing of EDCOE since July 1, 2009 as documented in **Appendix 3 - Special Education**. The Charter School reserves its right to operate as a public school of

SDUSD for purposes of special education, pursuant to Education Code Section 47641(b). A change in LEA status or SELPA membership shall require a material revision of this charter.

The Charter School assumes full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law. The Charter School shall receive State and Federal special education funds in accordance with the applicable EDCOE SELPA fiscal allocation plan. The Charter School shall be solely responsible for all costs above and beyond State and Federal special education funding.

The Charter School will follow policies and procedures of the EDCOE SELPA and shall utilize EDCOE SELPA forms and information systems necessary to identify and serve students who qualify for special education. The Charter School agrees to collaborate with the EDCOE SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

#### Child Find

The Charter School understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

The Charter School will implement a multi-tiered instructional and support framework, referred to as Response to Intervention (RTI), prior to referring a child for an evaluation under IDEA. However, the Charter School shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or a Charter School staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in the RTI process. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

As an independent LEA for special education purposes, the Charter School shall be solely responsible for compliance with state and federal Child Find requirements. The

Charter School shall implement policies and procedures of the EDCOE SELPA to ensure timely identification and referral of students suspected of having a disability.

#### Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School’s internal method for referral for assessment will be the CARE Team. Parents/guardians will be informed that special education and related services are provided at no cost to them.

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, the Charter School shall assist parent/guardian to submit a request in writing.

In the event that the Charter School receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow EDCOE SELPA policies, procedures, and timelines. The Charter School shall respond to a written request for assessment within 15 days.

If the Charter School concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

#### Assessment

The Charter School shall be solely responsible for conducting special education assessments deemed necessary and appropriate by the Charter School. The Assistant Principal will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work sample
- Parent input

The Charter School will follow the following assessment guidelines. If a conflict with EDCOE SELPA policies and procedures exists, then EDCOE SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. The Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with

written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

#### Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

The Charter School shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. The Charter School will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The Student, if appropriate
- The Assistant Principal
- At least one special education teacher
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SELPA Special Education Representative, if appropriate
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by the Charter School. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b)
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When the Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability



### IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

The Charter School shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed twice per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the Charter School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

### Special Education Strategies for Instruction and Services

The Charter School will offer a comprehensive inclusion program that includes specialized support and differentiation within the core classrooms, a flexible Learning Lab (held at the same time as the P60 Block) for personalized work in alignment with IEP goals, and an extended day and year to provide more opportunities for learning.<sup>5</sup> Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, the Charter School will

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<sup>5</sup> An extended year beyond the 184 to 185 days provided by KIPP Adelante may be recommended in individual IEPs as deemed appropriately by the IEP team members.

provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

#### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

The Charter School shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the Charter School from another school within the same SELPA, the Charter School, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and the Charter School agree to develop and implement a new IEP.

For students transferring to the Charter School from another school within a different SELPA, the Charter School, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time the Charter School shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School from a school outside of California, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until the Charter School conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, in accordance with federal and state law.

#### Staffing

The Charter School assumes responsibility for special education staffing and service delivery. The Charter School will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

The Charter School is a member of the San Diego Charter Schools Special Education Consortium. The San Diego Charter Schools Special Education Consortium offers a continuum of services for all identified special education students. Special education services will be provided through a combination of internal staffing and contracts through the Consortium with appropriately licensed non-public agencies as needed to fulfill the requirements of student IEPs.

The Charter School employs a Special Education Coordinator with duties that include, but are not limited to, the following:

- Ensuring that all aspects of the IEP are followed
- Arranging for the teacher of the student to attend the team meetings
- Communicating with parents about progress made toward attaining the goals stated on the student's IEP twice yearly, and inform them of due process procedures and rights
- Consulting regularly with the Assistant Principal to ensure that the objectives and goals of students with IEP's are being met
- Completing the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP
- Maintaining a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Providing a report of student progress on the same schedule as students in general education)

In addition, the Charter School currently employs two Education Specialists and two Para Educators to provide individualized instruction in alignment with students IEP goals, as well as a Behavioral Aide and a Part-time School Psychologist. The EDCOE SELPA provides a Speech Pathologist and Occupational Therapist, as well as other practitioners as needed.

All teaching staff at the Charter School are also involved in assuring that all IEPs and 504 plans are properly implemented for their students.

#### Professional Development for Charter School Staff

The Charter School administrators, general and special education teaching staff, as well as other appropriate faculty and staff members attend professional development and/or training meetings as necessary to comply with state and federal special

education laws, which may include training sponsored by SDUSD and/or the EDCOE SELPA.

The Charter School shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

### Reporting

The Charter School, in collaboration with SDUSD or the EDCOE SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from the Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Charter School Principal or Principal Designee. The Principal Designee will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal Designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### Procedural Safeguards

Parents or guardians of students with IEP's at the Charter School must give written consent for the evaluation and placement of their child, be included in the decision-

making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. The Charter School will utilize the Notice of Procedural Safeguards used by the EDCOE SELPA.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. The Charter School work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

#### Dispute Resolution

The Charter School acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the Charter School's alleged failure to provide FAPE to students enrolled in the charter school. The Charter School may also initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable.

#### Complaint Procedures

Parents or guardians also have the right to file a complaint with SDUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

#### Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

The Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

The Charter School will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or Principal Designee (Assistant Principal) and shall include the parent/guardian, the student, a general education teacher, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The special education coordinator may also attend to act as a consultant at the meeting. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. The current 504 Plan Form is provided in **Appendix 3 - Special Education**.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal or Principal Designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## Serving Dual Language Learners

### Overview

The Charter School has the same goal for its Dual Language Learner (DLL) students as it does for all of its students: to ensure that they develop the academic skills, intellectual habits, and character traits that are necessary for success in top-quality secondary schools, college, and the competitive world beyond. We anticipate that a significant segment of the school's student body will continue to be students who are Dual Language Learners. These are predominantly students acquiring English in addition to the home language of Spanish. For purposes of this section, these students will be referred to as English Learners (ELs).

The Charter School will meet all applicable legal requirements for students who are ELs as it pertains to annual notification to parents, student identification, placement, program options, English Language Development (ELD) and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing

requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The program for serving students who are ELs is outlined below and addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with students who are ELs.

#### Identification, Designation & Notification

As required by Education Code Section 52164.1, the Charter School will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Within 30 calendar days of first enrollment or within 60 calendar days prior to first enrollment, but not before July 1, the Charter School will assess the English proficiency of all students whose primary home language may not be English as determined by the Home Language Survey and other indicators, including teacher observation and informal/formal assessment. The English Language Proficiency Assessment for California (ELPAC) will be used to assess English Language Proficiency (ELP), as it is expected to be fully operational in 2018-19. The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been assessed for English Language proficiency. All other students who have indicated a home language other than English will continue with annual assessment for English Language proficiency based upon the date last tested at the prior school of enrollment. The Charter School will notify families of the school's responsibility to conduct an annual assessment for English Language proficiency.

Upon completion of initial scoring, students will be designated as either Initially Fluent English Proficient (I-FEP) or English Learner (EL) using the State of California's adopted guidelines.



Families will receive notification of their child's ELPAC results and initial language designation within 30 days of completion of these results, as well as information on how their child's learning needs are being addressed by the school. In addition, they will be invited to the school for an information session to review these results in detail and discuss ways to support their child's English language development. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. The Charter School will utilize the state templates for notification letters to families regarding Initial Classification and Redesignation. The Charter School will report the number of EL students attending the school to the county and the state.

#### Ongoing Assessment, Monitoring, and Reclassification Procedures

The Charter School will comply with all applicable state and federal laws in regard to the testing and service requirements for English Language Learners. Students who are identified as English Learners will take the ELPAC annually to determine growth in English language proficiency until they are reclassified. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent's opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The Reclassification procedure is detailed in **Figure 1k**. Should the State of California Board of Education change its recommendations for reclassification as it completes

transition to the ELPAC, the Charter School will adopt the state recommendations and this change will not be considered a material change of the charter.

**Figure 1k - Reclassification Criteria**

Grade	ELPAC	Other
5th - 8th	Overall ELPAC Proficiency Level is at or above the threshold between level 3 and level 4	Teacher Observation Classroom & Benchmark Assessments SBAC in ELA, as applicable Teacher and Parent Consultation Measures of Academic Progress (MAP)

The Charter School will use a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge - including students who are English Language Learners - are identified for differentiated instructional, acceleration, and/or support services. In addition, the Charter School will monitor the academic progress of reclassified students as well as I-FEP students periodically to ensure these students are continuing to progress academically.

#### Instructional and Intervention Strategies for Students Who Are ELs

Given that over 50% of the school's population is anticipated to be students who are ELs, the program is explicitly designed to provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment in both integrated and designated ELD settings, in alignment with the California ELD Standards. Integrated ELD will happen in the core and enrichment classrooms primarily through a "Sheltered Immersion" model in which SDAIE strategies are employed to "shelter" and "scaffold" both the content and skills in each discipline. In this inclusive model, English Learners are enrolled in regular classes alongside their English fluent peers. In this way, English Language Learners have the same high-quality instructional programs and services that will allow them to achieve the same challenging academic and graduation standards as English-speaking students. The Charter School will also provide Designated ELD support for students in alignment with their language needs and level, both within the sheltered immersion classroom and through the P60 Block, which is a targeted support class.

### Integrated English Language Development

The Charter School will use research-based methodologies and instructional practices, including SDAIE, in an Integrated English Development model to support ELs in language and content acquisition. In the model, all students are instructed in English by teachers who use specific methods and strategies to front load the content vocabulary and the forms and functions of language necessary for students to engage in the content at hand. The integrated curriculum model provides an authentic, inquiry-based context that promotes student engagement and desire to practice these vocabulary and structures. Structures within the school model, such as risk-taking, flexible grouping, and collaborative inquiry, further facilitate this process.

Using Integrated ELD, all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. This includes explicit language practice every day, in addition to thoughtful integration of the following into lesson planning across all disciplines: a language objective, identification of academic vocabulary, a focus on language structures and functions, opportunities for oral practice, collaborative conversations, visual cues, and graphic organizers. Lesson planning will be driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, teachers will:

- Identify academic vocabulary and language forms and functions key to accessing and demonstrating knowledge of the content
- Set language objectives, differentiated for students based on proficiency level (Emerging, Expanding, Bridging)
- Incorporate opportunities for oral practice and collaborative conversations, as well as the use of visual cues and graphic organizers to support the language objectives
- Utilize observation rubrics to monitor student language and adjust supports, scaffolds, or extensions accordingly

This approach will be utilized by the core and enrichment classroom teachers.

### Designated English Language Development

English Learners will receive targeted support tailored to their proficiency level as a method of Designated ELD, via the classroom teacher and/or an intervention specialists. While students will receive Designated ELD daily, the distribution of where it occurs (College Readiness Reading Block, Core Classroom, P60 Block) will be based

on student need. Specific language supports aligned to students' language needs and levels (Emerging, Expanding, Bridging) will be provided individually and in small groups as appropriate. Designated ELD in P60 will provide the protected time for teachers and intervention specialists to use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. It will also go beyond the needs of the coursework at hand, to explicitly teach language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.

The California ELD framework, as well as curricular units as appropriate, will be used to guide this curriculum in alignment with the California ELD Standards.

#### ELAC

For as long as there are more than 21 students who are ELLs in attendance, as is expected to continue, the Charter School will form an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for students who are ELs, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

The Charter School will meet all requirements for the composition, election, and training of the ELAC as set forth in California Ed Code 35147(c), 52176 (b), 52176(c), 62002.5, and 64001(a) and California Code of Regulations, Title 5, Section 11308(b), (c), and (d).

#### Teacher Qualifications and Professional Development

The Charter School is committed to hiring an instructional staff that can meet the needs of all students, including students who are English Learners. As such, all core teachers at the Charter School will meet requirements of the Every Student Succeeds Act (ESSA) and will be authorized to serve English Language Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development

(CLAD) Certification. In addition, the Charter School will seek to hire teachers who are fluent in Spanish and who are reflective of the student body.

The Charter School will support all teachers in their ongoing growth and professional development in serving students who are ELs. Professional development will be provided to all administrators and teachers, both core and non-core, on effective strategies for serving students who are ELs in both integrated and designated settings. Professional development will be provided on site for core and non-core teachers in these programs and strategies, as well as through ongoing coaching.

#### Monitoring and Evaluation of Program Effectiveness

Ultimately, the Charter School will monitor and evaluate the effectiveness of the program by carefully monitoring and evaluating the performance of the students it serves. For students who are ELs, the school will track progress toward academic and college readiness achievement benchmarks in the same way it does for any student. In addition, the school will also carefully track EL student progress toward fluency in English. Key assessments in measuring the progress of English Learners will include CELDT/ELPAC, Module Assessments, CCSS Aligned Internal Benchmark Assessments, NWEA MAP, SBAC, and the Charter School Data Dashboard.

The results from all the above assessments will be used in the Response to Intervention (RTI) process to track student achievement. Teachers will analyze these results, along with student behavioral data, on six- to eight--week cycles to determine what re-teaching is necessary and to identify which students require targeted intervention. For students who are ELs, this explicitly includes looking at their language needs in alignment with their language level.

For students who exhibit the need for additional support, classroom-based interventions will be implemented, along with supplementary instruction provided through afterschool tutoring and targeted intervention. The Charter School's small size and intervention program enables greater personalization of instruction and improved identification of language needs, allowing for integrated ELD supports and scaffolds as well as designated ELD based on language level and need.

In addition to student level data, the evaluation for the program effectiveness for students who are ELs in the Charter School will include:

- Adhering to the Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.
- Gathering of qualitative data from students, parents, and teachers during the LCAP process, to gauge its effectiveness at providing instruction to students who are ELs.

The Charter School will continue to refine and improve its measurement systems to monitor program effectiveness over the course of the charter term.

## LCFF Compliance (LCAP)

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School has identified annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

The LCAP table with these annual goals, actions, and measures are detailed in **Element 2** of this charter.

## Element 2: Measurable Pupil Outcomes

*Governing Law: 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. California Education Code Section 47605(b)(5)(B).*

*The Charter School has clearly defined schoolwide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d).*

## Schoolwide Outcomes

KIPP Adelante Preparatory Academy (“the Charter School”) seeks to ensure that all students develop the academic skills, intellectual habits, and character traits that are necessary for success in top-quality high schools, college, and the competitive world beyond. The Charter School has defined these as follows:

- **Academic Skills**
  - Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.
  - Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.
  - Students will be able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
  - Students will be able to demonstrate an understanding of the core ideas, practices, and crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving.
  - Students will be able to demonstrate an appreciation and understanding of issues regarding fitness and wellness along with a capacity to make conscientious decisions around important matters including nutrition, exercise, body image, and healthy relationships.
  - Students will demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.
  - Students will be able to create, evaluate, and effectively utilize information, media, and technology.
- **Intellectual Habits**
  - Students will develop the intellectual habits and skills that prepare them for the increasingly complex life and work environments of the 21st

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century, including creativity and innovation, critical thinking and problem solving, communication, and collaboration.

- **Character Traits**

- Students will develop the KIPP Character Traits that are essential for success in top-quality high schools, college, and the competitive world beyond. These include:
  - Zest - An approach to life filled with excitement and energy
  - Grit - Perseverance and passion for long-term goals
  - Curiosity - The search for information for its own sake
  - Optimism - The expectation that the future holds positive possibilities and the confidence that, with effort, these possibilities become likelihoods
  - Gratitude - Appreciation for the benefits we receive from others and the desire to reciprocate with our own positive actions
  - Self-Control - The capacity to regulate thoughts, feelings, or behaviors when they conflict with valued goals
  - Social Intelligence - Awareness of other people's motives and feelings and using this understanding to navigate social situations appropriately
- Students will hone traits and skills that allow and encourage them to become concerned and active citizens of their communities, nation, and world, including teamwork, responsibility, achievement, constant learning, and kindness/respect (TRACK).

To reach these long-term goals, the Charter School has set intermediate targets and achievement benchmarks which align to the strategic goals, curriculum, and assessments of the Charter School. These achievement targets and benchmarks ensure that students are on a path to long-term success. The Charter School will regularly collect and analyze benchmark data to inform its program. If student achievement and other data should indicate that the school is not meeting in one or more of its targets and benchmarks, the school will modify its program in that area to improve performance.

## Outcomes that Align with State Priorities (LCAP)

Pursuant to Education Code Section 47605(b)(5)(B), **Figure 2b** below describes the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in **Element 1** of the



charter. The Charter School will develop additional outcomes as necessary, to maintain alignment with the California School Dashboard as it rolls out.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site.

**Figure 2b - Goals, Measures, Actions**

Goal 1: Team and Family		
<ul style="list-style-type: none"> <li>● KIPP Adelante will cultivate a student culture of community and scholarship.</li> <li>● KIPP Adelante will foster an adult culture of collaboration.</li> </ul>		
Measures	Actions	Alignment
<p>KIPP Adelante will make annual growth toward the following long-term goals:</p> <ul style="list-style-type: none"> <li>● 95% student attendance rate, overall and for all numerically significant subgroups</li> <li>● Less than 10% chronic truancy rate, overall and for all numerically significant subgroups</li> <li>● Less than 6% suspension rate, overall and for all numerically significant subgroups</li> <li>● Less than 1% expulsion rate</li> <li>● 80% of students feel teachers care about them as a person</li> <li>● 80% of families feel that teachers have built strong relationships with their child</li> <li>● 80% of teachers feel that teachers build strong relationships with students</li> </ul>	<ul style="list-style-type: none"> <li>● Foster a <b>sense of community</b> through structures that support students in being know well, including Morning Meetings and Advisory</li> <li>● Utilize <b>restorative practices</b> to address challenges in student culture when they arise</li> <li>● Actively <b>monitor student attendance</b> to maximize student learning time</li> <li>● Foster <b>adult collaboration</b> through professional development, collaborative planning time, and department meetings</li> </ul>	<p>State Priorities:</p> <ul style="list-style-type: none"> <li>● Parental Involvement (Priority 3)</li> <li>● Student Engagement (Priority 5)</li> <li>● School Climate (Priority 6)</li> </ul>

Goal 2: Meaningful Work		
<ul style="list-style-type: none"> <li>● KIPP Adelante will provide authentic learning experiences that develop critical thinking skills and engage students in deep learning.</li> <li>● KIPP Adelante will provide differentiation and intervention to ensure all students develop at their optimal pace.</li> <li>● KIPP Adelante will support innovation.</li> </ul>		
Measures	Actions	Alignment
<p>KIPP Adelante will make annual growth toward the following long-term goals:</p> <ul style="list-style-type: none"> <li>● 75% of students will achieve Level 3 or 4 on the SBAC in ELA and Math, overall and for all numerically significant subgroups</li> <li>● 75% of students will achieve their projected growth target on the NWEA in ELA and Math</li> <li>● 75% of 8th Grade students are college-ready in ELA and Math (75th percentile or higher on NWEA)</li> <li>● 75% of ELLs make annual progress in English on the CELDT/ELPAC</li> <li>● 80% of students feel classes are preparing them for real life</li> <li>● 80% of families feel the school has a positive impact on their child's academic performance</li> <li>● 80% of teachers feel curriculum is rigorous and prepares students for college</li> </ul>	<ul style="list-style-type: none"> <li>● Provide ongoing <b>professional development for teachers</b> in designing authentic learning experiences and integrating technology</li> <li>● Implement a <b>robust assessment practice</b> that provides ongoing data on student mastery to inform instruction</li> <li>● Provide <b>differentiation and intervention</b> to ensure all students are achieving at their optimal pace</li> <li>● Engage students in <b>authentic contexts for demonstrating mastery</b>, including projects, products, and expositions</li> <li>● Support teachers in conducting <b>action research of best practices</b> within their classroom</li> </ul>	<p>State Priorities:</p> <ul style="list-style-type: none"> <li>● Quality Teachers, Curriculum, and Facilities (Priority 1)</li> <li>● Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups (Priority 2)</li> <li>● Student Achievement (Priority 4)</li> <li>● Course Access (Priority 7)</li> </ul>
Goal 3: Voice		
<ul style="list-style-type: none"> <li>● KIPP Adelante will promote student voice.</li> </ul>		

<ul style="list-style-type: none"> <li>• KIPP Adelante will support informed, mobilized families.</li> </ul>		
Measures	Actions	Alignment
<p>KIPP Adelante will make annual growth toward the following long-term goals:</p> <ul style="list-style-type: none"> <li>• 80% of students feel they have opportunities to express themselves</li> <li>• 80% of families feel parents are actively involved in the school</li> <li>• 80% of teachers feel school leadership involves staff in decision making and problem solving</li> <li>• 80% of families attend at least one student-led conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Promote student voice through a variety of structures, including <b>student government, restorative circles, advisory, and morning meetings</b></li> <li>• Utilize <b>student-led conferences</b> to develop student and family ownership and agency over learning</li> <li>• Employ a <b>variety of communication tools</b> to provide information to families in a timely manner and engage them in the school community, including the school website, social media, newsletters, and Coffee Mondays</li> <li>• Provide <b>parent education trainings</b> to support college knowledge and college going, via the KIPP Through College program.</li> </ul>	<p>State Priorities:</p> <ul style="list-style-type: none"> <li>• Parental Involvement (Priority 3)</li> <li>• Student Engagement (Priority 5)</li> <li>• School Climate (Priority 6)</li> <li>• Student Outcomes (Priority 8)</li> </ul>
Goal 4: Organizational Strength		
<ul style="list-style-type: none"> <li>• KIPP Adelante is an operationally-sound organization with the capacity to carry out Goals 1-3.</li> </ul>		
Measures	Actions	Alignment
<ul style="list-style-type: none"> <li>• Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured by LCAP Annual Update submission</li> </ul>	<ul style="list-style-type: none"> <li>• Hire, develop, and retain a <b>certificated and classified staff</b> to support implementation of the goals and actions</li> <li>• Acquire and maintain</li> </ul>	<p>State Priorities:</p> <ul style="list-style-type: none"> <li>• Quality Teachers, Curriculum, and Facilities</li> </ul>

	<p><b>books, materials, and supplies</b> necessary to support classroom instruction and school operations.</p> <ul style="list-style-type: none"><li>● Contract <b>professional services</b> to support instructional program, including regular year, extended year, and extended day and to support operations, including student recruitment, records, and annual audit</li><li>● Purchase and maintain <b>equipment</b> necessary to support program, including furniture, office equipment, hardware, and software.</li></ul>	(Priority 1)
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## Element 3: Methods of Assessment

*Governing Law: 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. California Education Code Section 47605(b)(5)(C).*

### Introduction

KIPP Adelante Preparatory Academy's mission is to ensure that all students develop the academic skills, intellectual habits, and character traits that are necessary for success in top-quality high schools, college, and the competitive world beyond. This includes taking "at risk" populations and putting them onto an Honors/AP track for life. Understanding that this level of mastery occurs in gradual steps, KIPP Adelante (the "Charter School") utilizes a broad array of formative and summative assessments to regularly measure progress toward this goal and the outcomes identified in **Elements 1 and 2**.

Assessment is conducted on an ongoing basis across curricular areas and grade levels to assess the ongoing impact and success of the Charter School's academic program. This includes daily, weekly, quarterly, and annual assessments, as well as module-based assessments that are tied to completion of core content modules. The frequency of these assessments serves as an opportunity for the Charter School teachers and administrators to adjust and differentiate instruction to meet student need, evaluate our program and establish new goals and approaches as needed, and inform professional development to support teachers in best serving our student population.

Assessments are aligned with the California Assessment of Student Progress and Proficiency (CAASPP) system, as well as the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and California English Language Development Standards (ELDS). The Charter School believes that this alignment supports not only accountability for the school program, but also ultimate achievement of the mission.

### Assessment System

The Charter School will utilize a combination of external and internal assessments to monitor student progress toward mastery of outcomes, inform instruction and professional development needs, and evaluate and adjust the program as needed.

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External and internal assessments are also used to evaluate stakeholder satisfaction, again informing program evaluation and adjustments as needed. **Figure 3a** provides an overview of these assessments, including the assessment tool, group and content areas in which it applies, schedule for administration, and minimum performance level. A brief description of each assessment tool follows the table. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the Charter School will modify this continuum to ensure alignment to the state requirements. Such modification shall not be considered a material revision of the charter.

**Figure 3a - Assessment Scope and Sequence**

Assessment Scope and Sequence				
External Measures of Achievement				
Assessment Tool	Group	Subjects	Timeline	Minimum Performance Level
SBAC	Students Grades 5 - 8	ELA, Math	Annually	Level 3, Met
California Science Test (CAST) & California Alternative Assessment (CAAA)	Students Grades 5 & 8	Science	Annually	Proficient
ELPAC	English Learners Grades 5 - 8	ELD	Upon enrollment, then annually until exited	Level 3 or 4, or meeting threshold for annual growth in English fluency
Physical Fitness Test (PFT)	Students Grades 5 & 7	Physical Education	Annually	Physically fit in at least 4 of 6 areas
Accelerated Reader	Students Grades 5 - 8	Reading	Five Times Annually	At grade level or on pace to make at least one year's growth

NWEA MAP	Students Grades 5 - 8	ELA, Math	Two times per year for new students (Fall, Spring)  One time per year for returning students (Spring)	High performing or high growth
KIPP National Survey	Students Grades 5 - 8 Families	Stakeholder Satisfaction	Annually	80% Positive Response Rate
TNTP (The New Teacher Project) Survey	Teachers	Stakeholder Satisfaction	Twice Annually	80% Positive Response Rate on Priority Areas
Internal Measures of Achievement				
Assessment Tool	Grade Level	Subjects	Timeline and Delivery	Minimum Performance Level
Exit Tickets	Students Grades 5 - 8	ELA, Math, Science, Humanities	Daily, Weekly	Meeting Expectations
Module Assessments (Check Points, Topic Assessments, Quizzes, and End-of- Module Assessments)	Students Grades 5 - 8	ELA, Math, Science, Humanities	Ongoing	Proficient in 80% of Core Content
Projects and Products	Students Grades 5 - 8	Science, Humanities	By Project Based Learning (PBL) Unit	Meeting Expectations
KIPP Adelante Culture Surveys	Students Grades 5 - 8	Stakeholder Satisfaction	Twice Annually	80% Positive Response Rate

	Teachers			
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## External Assessments

The Charter School will implement multiple external measures to track student progress toward student mastery, while also being able to evaluate progress as compared to normed data sets.

External assessments include the following:

1. **State assessments and/or other standardized tests** - As mandated by Education Code 47605c(2), the Charter School will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), or legal equivalent, to all students required to take each battery of tests. If the Charter School does not administer tests with the District, the Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the Charter School. Test results for the prior year, if not provided directly to the District by the State, will be provided by the Charter School to the District no later than 30 days after receipt of said results. These assessments include:
  - Smarter Balanced Assessment Consortium (SBAC)
  - California Science Test (CAST)
  - California English Language Development Test (CELDT) / English Language Proficiency Assessment of California (ELPAC)
  - Physical Fitness Test (PFT)

Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, the Charter School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

2. **Accelerated Reader** - Reading comprehension for all students is assessed five times annually, using Accelerated Reader. Data is reviewed and growth targets are set for each student, with celebrations for student who have met targets and increased intervention supports for those who are not.
3. **NWEA MAP** - Administered in ELA and Math, the NWEA MAP is a dynamically adjusting assessment that measures what students know and informs what they're ready to learn next. Reports allow teachers and administrators to



analyze student mastery, needs, and pace of growth regardless of whether a student performs on, above, or below grade level.

4. **KIPP National Survey** - KIPP National administers an annual survey across all of its schools, to gather key data on stakeholder satisfaction including students, families, and teachers. This data is evaluated at both the school and national level to identify strengths and develop action plans to address needs.
5. **TNTP Survey** - KIPP Adelante administers the TNTP (The New Teacher Teacher Project) survey twice annually, in addition to the one administered by KIPP National, to gather additional data on teacher satisfaction in priority areas. This data is evaluated at the school level to identify strengths and develop action plans to address needs.

## Internal Assessments

The Charter School will also implement multiple internal measures to track student progress toward student mastery. These assessments are internally administered and scored, providing teachers and administrators with real-time actionable data to inform instruction.

Internal assessments include the following:

1. **Exit Tickets** - Teachers regularly utilize exit tickets to provide real time data on student understanding and mastery of CCSS. Exit tickets occur at least weekly, but often are used on a daily basis. The Illuminate platform provides students and teachers with real-time access to results to inform future work and instruction.
2. **Module Assessments** - The core curriculum includes built-in assessments for each module, which are used to evaluate student mastery and inform remedial as well as future instruction.
3. **Projects and Products** - Project Based Learning units are integrated into Science and Humanities. Utilizing exit tickets as well as rubrics aligned to the development of 21st century learning skills, students and teachers regularly assess progress toward mastery as well as the final product or project. As such, students have multiple opportunities to develop and demonstrate mastery.
4. **KIPP Adelante Culture Survey** - KIPP Adelante administers a Culture Survey twice annually, in addition to the one administered by KIPP National, to gather additional data on stakeholder satisfaction from students and teachers. This data is evaluated at the school level to identify strengths and develop action plans to address needs.

## Data Management System

The Charter School utilizes Illuminate<sup>6</sup> as its state-approved Student Information System (SIS). Illuminate supports the Charter School's data practice, including aggregation and disaggregation of data, analysis, and dissemination of findings. The Illuminate portal provides students, families, and staff with on demand access to data, building agency and ownership of learning. In addition, the Charter School utilizes DeansList, an additional SIS that supports these same processes and purposes for data in the areas of Intellectual Habits and Character Traits.<sup>7</sup>

## Use of Assessment Data

The Charter School operates under the premise that students, families, teachers, and community members must work together as partners to achieve the potential for a quality education. Toward that end, assessment data is shared across these stakeholder groups in order to build collective accountability for achieving the outcomes as detailed in **Element 1 and 2**.

### Student Use of Data

The Charter School regularly engages students in assessment data to reflect on areas of strength, areas of need, and develop action plans for their next steps. It believes that this work in turn develops Intellectual Habits and Character Traits that are necessary for success in top-quality high schools, college, and the competitive world beyond. Student engaged assessment takes place across time and settings - in daily lessons, weekly exit tickets, unit projects and products, module assessments, student led conferences, and expositions of student work. Students also have access via via the Illuminate SIS portal to real-time academic, social-emotional, and behavioral data.

### Family Use of Data

The Charter School employs both formal and informal structures to ensure families receive regular communication about their child's learning and progress. Formal reporting to families includes ongoing access to real-time academic, social-emotional, and behavioral data via the SIS portal, Student Led Conferences, Report Cards, Assessment Reports, and Expositions of Student Work as detailed in **Figure 3b**. In addition, informal communication with families may also include face-to-face

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<sup>6</sup> More information is available at <https://www.illuminateed.com/products/illuminate-student-information/>

<sup>7</sup> More information is available at <https://deanslistsoftware.com/>

conversations, phone calls, text messages, written notes, and emails. All communication with families is made with the goal of supporting family engagement and agency. As such, all formal reports are user-friendly and provided in the family's native language. Parents also have access to Module Assessments and Projects and Products upon request, at Student Led conferences, and at Expositions of student learning.

**Figure 3b - Formal Reporting to Caretakers**

Type	Purpose	Frequency
Illuminate SIS Portal	Provide on-demand access to data on: <ul style="list-style-type: none"> <li>Academic Skills and Subject Area Mastery</li> </ul>	On Demand
DeansList SIS Portal	Provide on-demand access to data on: <ul style="list-style-type: none"> <li>Attendance &amp; Behavior Data, as indicators of development of Intellectual Habits and Character Traits</li> </ul>	On Demand
Student-led Conferences	<ul style="list-style-type: none"> <li>Develop and revisit academic and personal goals</li> <li>Review student work and measure progress toward mastery</li> <li>Share student performance and progress on internal and external assessments</li> <li>Develop ownership of learning and goal-setting for both the student and family</li> <li>Develop student presentation skills</li> </ul>	Twice Annually
Report Cards	Provide periodic summaries of progress on: <ul style="list-style-type: none"> <li>Academic Skills and Subject Area Mastery</li> <li>Attendance &amp; Behavior Data, as indicators of development of Intellectual Habits and Character Traits</li> <li>Formative and Summative Assessments</li> </ul>	Four Times Annually
Assessment Reports	Provide families with data on student performance within CAASPP, including: <ul style="list-style-type: none"> <li>SBAC Report</li> <li>CELDT / ELPAC Report</li> </ul>	Annually, Upon Receipt
Exhibitions of Student Work	<ul style="list-style-type: none"> <li>Provide an authentic audience for showcasing student learning through key projects and products</li> <li>Develop student presentation skills and</li> </ul>	Three Times Annually

	ownership of learning	
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## School, District, and State Use of Data

### School Staff

The Charter School maintains a robust Data Driven Instruction practice. Classroom teachers and the school administration review academic and behavioral data weekly to monitor growth, determine student needs, determine professional development needs, and develop plans for differentiated instruction and coaching supports in the service of advancing student learning. Every teacher has a one-on-one coach to provide individualized support in this work.

Classroom teachers and the school administration also use data to identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see **Element 1**). This analysis happens in the CARE Team, with intervention plans developed, implemented, and reviewed on a 6-8 week cycle.

Finally, the school administration and leadership team uses assessment data to identify the needs of staff, inform professional development, and evaluate the school program and adjust as needed. This analysis also informs the goal setting, development of actions, and allocation of funding under the LCAP process as discussed below.

### Governing Bodies

The Charter School governing bodies, including the Board of Directors, School Site Council (SSC), and English Learner Advisory Committee (ELAC) will utilize student achievement data to evaluate the school program and leadership, as well as inform the annual update of the strategic plan and Local Control and Accountability Plan (LCAP). The work of these governing bodies is further detailed in **Element 4**.

### KIPP National

As part of the KIPP Network, the Charter School is annually evaluated by the the KIPP Network. Analysis includes assessment data across dimensions - academic, social, emotional, and behavioral - and includes both external measures as well as KIPP specific surveys as detailed above.

### Local Control Accountability Plan (“LCAP”)

The Charter School will use these multiple forms of data to assess progress toward the goals outlined in **Element 2** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2018, and each year thereafter, the Charter School will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in **Element 2** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to SDUSD annually on or before July 1, as required by Education Code Section 47604.33.

### School Accountability Report Card (SARC)

The Charter School will compile data each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, SSC, ELAC, and the community at large.

## Element 4: Governance

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

### Governance Structure

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

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

Attached please find the KIPP SoCal Public Schools Articles of Incorporation, Bylaws, and Conflict of Interest Code

### Organizational Chart

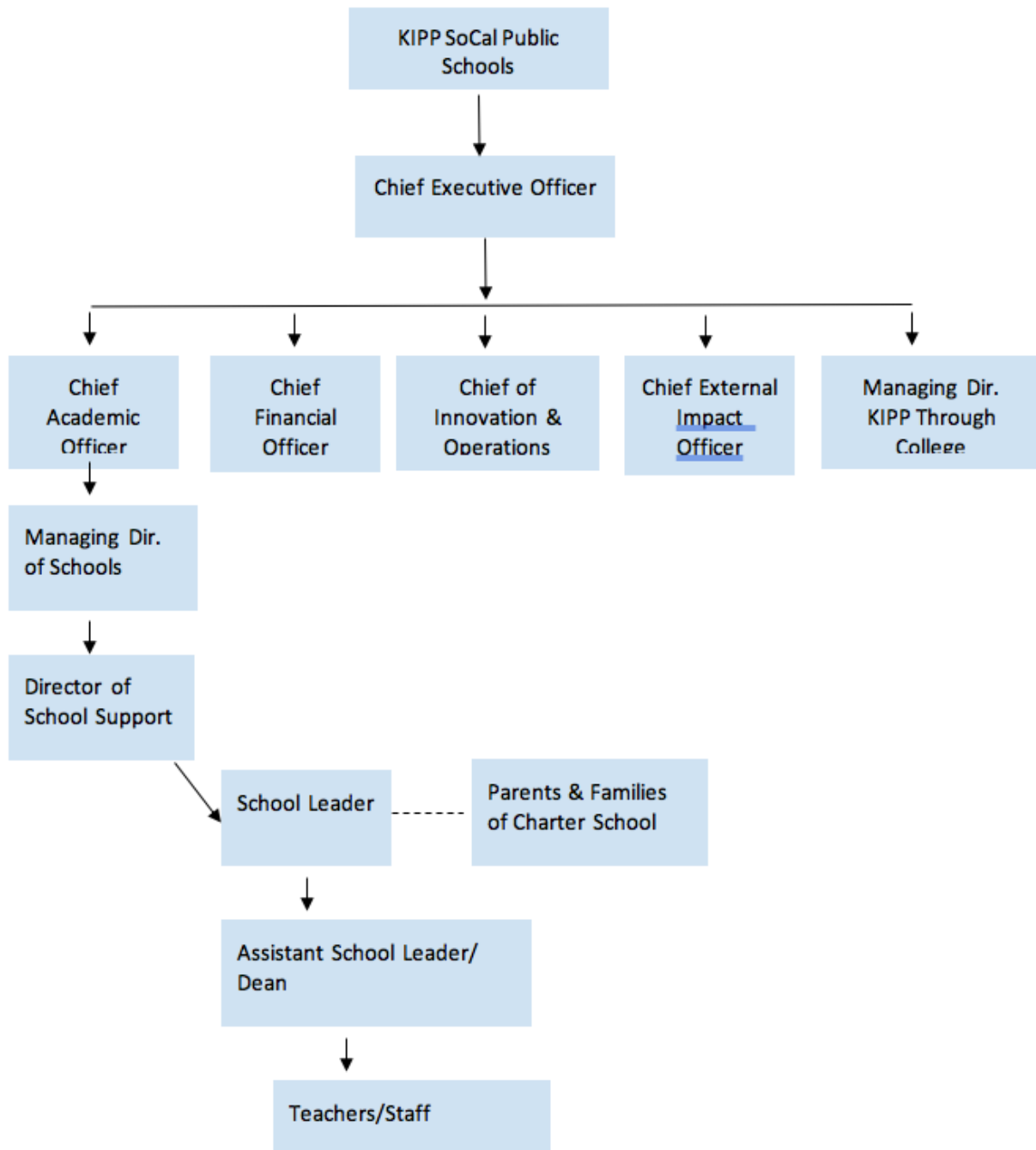
A single board governs KIPP SoCal Public Schools by providing leadership, support and oversight of the organization. The Board of Directors is responsible for hiring the Chief Executive Officer. KIPP SoCal Public Schools' management team hires all other positions within KIPP SoCal Public Schools.

The governance structure of KIPP SoCal Public Schools achieves two primary objectives:

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

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Figure 4a: The Charter School Organization Chart



Role of Governing Board

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The KIPP SoCal Public Schools Board of Directors (the “Board”) will include several standing committees, designed to enhance the operation of the Board and provide additional oversight. The Board and all standing committees hold public meetings in accordance with the Ralph M. Brown Act. KIPP SoCal has the following standing committees:

**Finance Committee.** The Finance Committee reviews and recommends approval of the annual operating budget to the full board; regularly reviews and monitors financial results; ensures the maintenance of an appropriate capital structure; and oversees the management of financial assets.

**Governance Committee.** The Governance Committee ensures the constant health and effectiveness of the full board and the work it performs for the organization. The committee focuses on evaluating the Board and the Chief Executive Officer; determining executive compensation and Board composition; and leading Board recruitment, nominating, training, and education.

**Risk & Audit Committee.** The Audit Committee oversees accounting and financial reporting processes, including internal controls. It will also retain and oversee the Charter School’s annual fiscal audit.

**Student Discipline Committee.** The Student Discipline Committee oversees due process for student suspensions and expulsions.

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

The KIPP SoCal Public Schools Board may also use, from time to time, ad hoc committees and task forces to help with specific issues or projects, such as special events, strategic planning, etc.

**Ad Hoc Committees.** The Board may create one or more Ad Hoc Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Ad Hoc Committee shall be by approval of the Board of Directors. Ad Hoc Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation.



**Advisory Council.** The Board may create an advisory council, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability.

## San Diego Community Advisory Council

KIPP SoCal intends to create a San Diego Community Advisory Council to achieve the following objectives:

- Promote the continued health and sustainable operation of KIPP Adelante Preparatory Academy
- Provide local perspective and input to inform KIPP SoCal board decisions that impact KIPP Adelante Preparatory Academy
- Act as ambassadors and advocates for KIPP SoCal's mission in the San Diego community
- Review KIPP Adelante Preparatory Academy's performance and budget

The San Diego Community Advisory Council will constitute an advisory council only and will not be authorized to exercise any of the authority of the KIPP SoCal Board or direct or exercise management over the KIPP Adelante Preparatory Academy.

Should KIPP Adelante Preparatory Academy join KIPP SoCal Public Schools, the existing members of the KIPP San Diego Board of Directors, they would automatically become members of the San Diego Community Advisory Council on or before the effective date of the merger.

All San Diego based KIPP SoCal Directors will be asked to attend regular meetings of the San Diego Community Advisory Council. San Diego based KIPP SoCal Directors will use those meetings as an opportunity to both a.) provide updates on KIPP SoCal board action and b.) solicit input from Advisory Council members to inform future KIPP SoCal board action.

The Director of Donor & Community Relations will staff the San Diego Community Advisory Council. The Director of Donor & Community Relations is a new, San Diego-based role created to provide local leadership and support KIPP SoCal's mission within the community. He/she will be responsible for identifying, onboarding, organizing, and supporting San Diego Community Advisory Council members. When relevant, the School Leader and other team members from KIPP Adelante Preparatory Academy will also attend meetings.

The proposed roles and responsibilities of the San Diego Community Advisory Council align with the three elements the KIPP Foundation uses to define effective boards:

**Provide Advice:**

- Provide input on local strategy and decision-making
- Conduct regular visits and observations at KIPP Adelante
- Serve as thought partners for KIPP SoCal's Director of Donor & Community Relations and KIPP Adelante's School Leader

**Provide Review:**

- Review annual goals and performance, including student outcomes
- Contribute to local control of KIPP Adelante by monitoring LCAP development, School Site Council operation, and other structures
- Receive regular financial reports including KIPP Adelante financial statements (to be included as part of the KIPP SoCal annual audit)

**Provide Support:**

- Build relationships with key non-profit partner organizations
- Engage in community outreach and advocacy
- Support fundraising efforts by making individual contributions, planning events, and referring potential donors

In the spirit of transparency, the San Diego Community Advisory Council will be open to the public.

## Duties of Chief Administrative Employees

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

**Chief Academic Officer (“CAO”).** The CAO is responsible for the academic success and management of school leadership at all KIPP SoCal Public schools. Her team manages, coaches, and supports school leaders; provides data support including the student information system and the student achievement system; and leads public grants programmatic support and compliance. The Managing Director of Student Services and the Managing Director of Schools report to the CAO.

**Chief Financial Officer (“CFO”).** The CFO oversees all financial, real estate, legal and human resource aspects of KIPP SoCal Public Schools. The CFO is primarily responsible for ensuring the financial well-being of the organization and. He supports both the Risk and Audit and Finance Committees.

**Chief of Innovation, Technology, and Operations (“CIT&O”).** The CIT&O oversees KIPP SoCal Public Schools’ technology efforts including core infrastructure, student and teacher device support including our online curriculum and ensures that all operational compliance is met. He supports the Audit and Risk Committee.

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

**Managing Director of KIPP Through College (“KTC”).** The KTC Managing Director leads KIPP SoCal’s alumni support efforts, through the regional KIPP through College team, which include high school placement and support, college access, and college retention. KIPP SoCal Public Schools currently supports approximately 7,300 alumni in high school and college.

## Governing Board Composition and Member Selection

The KIPP SoCal Schools Board of Directors is comprised of community members. The authorized number of directors on the KIPP SoCal Schools Board shall not be less than three (3) and not greater than twenty (20). Board members can serve up to three, three-year terms (nine years total). The Board is comprised of individuals with

experience in education, nonprofits, entrepreneurial growth companies, legal, real estate, community service, philanthropy, media, and education policy. KIPP SoCal Public Schools seeks to have a diverse board that can provide a variety of expertise, opinions, and perspectives to help the organization continue to improve.

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

#### San Diego Representation on KIPP SoCal Governing Board

KIPP SoCal Public Schools currently operates 17 schools serving 7,300 students in Los Angeles County. KIPP San Diego operates 1 school serving 327 students. If KIPP Adelante Preparatory Academy joins KIPP SoCal, San Diego would contain ~6% of KIPP SoCal's schools and ~4% of KIPP SoCal's enrollment.

A total of 13 members currently serve on the KIPP SoCal Board of Directors. KIPP SoCal by-laws allow for up to 20 board members. In connection with the merger, the KIPP LA Board will appoint a minimum of One (1) of the current KIPP San Diego Directors to the KIPP SoCal Public Schools Board. One Director would represent ~7% of the board's voting membership, as currently constituted.

San Diego based Directors will be encouraged to attend KIPP SoCal board and committee meetings in person. However, it is anticipated that they may from time to time participate remotely by telephone conference or video, in which case, KIPP So Cal will abide by all of the requirements of the Brown Act and provide access to the location at which the director participates.

The KIPP SoCal Board intends to hold at least One (1) KIPP SoCal Public Schools Board Meeting in San Diego every two years.

## Qualification of KIPP SoCal Public School Board Members

KIPP SoCal's Chief Executive Officer will work closely with the Board to ensure that Board members fully support the school's mission, culture, and goals. The Board will represent a cross section of all of the communities in which we operate, including, but not limited to Los Angeles and San Diego Counties. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

- A dedication to furthering the vision and mission of KIPP SoCal Public Schools;
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will learn and realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for KIPP SoCal Public Schools.

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

## Board Recruiting and Selection Process

It is important that every member of the KIPP SoCal Board of Directors is focused on the needs and expectations of KIPP SoCal. We achieve this by ensuring potential candidates are invested in KIPP SoCal's mission, understand the expectations for Board participation, and have a vision for their contribution to the Board. We will achieve this alignment through the following Board recruiting process:

1. Board or staff member who knows the prospect will have an initial conversation with the prospect to gauge interest and dedication to KIPP SoCal's mission.
2. Cultivation of the prospective Board member. Ensure alignment between the needs and expectations of KIPP SoCal and the needs and expectations of the individual. This will be achieved by:
  - a. Investing candidates in the mission of KIPP SoCal
  - b. Setting expectations for prospective Board members
  - c. Creating a vision for how Board membership meets the needs of both the individual and the organization
3. Board or staff member who knows the prospect will recommend the prospect to a Governance Committee member or the Chief Executive Officer.
4. The Governance Committee, a committee of KIPP SoCal's Board, reviews the prospective board member qualifications, fit, and desire to serve.
5. Chief Executive Officer and Board Governance Committee cultivates prospective Board member:
  - a. Prospective Board member receives information concerning the history and future plans of KIPP SoCal Public Schools, including the KIPP SoCal's Board handbook and annual report;
  - b. Prospective Board member visits one or more KIPP SoCal's schools;
  - c. Prospective Board member meets with Chief Executive Officer;
  - d. Prospective Board member attends a Board meeting;
  - e. Prospective Board member interviews with Governance Committee member(s);
  - f. Prospective Board member meets with member(s) of Governance Committee where requirements and responsibilities of KIPP SoCal Board are explained and agreed upon.
6. Board Governance Committee presents formal recommendation to the full Board of KIPP SoCal Schools; Board votes on prospective candidate.

7. Board Chair meets with prospective candidate and extends offer to join KIPP SoCal Schools Board.

### Roles and Responsibilities of KIPP SoCal Schools Board Members

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

1. Forward the mission of KIPP SoCal
  - Understand and support KIPP SoCal's mission as a unique community resource in Southern California, as well as its role in the larger KIPP movement;
  - Serve as ambassadors and advocates for KIPP SoCal by promoting the mission within personal networks and the broader community;
2. Influence strategy
  - Review and provide feedback on both the short- and long-term goals and strategic plans of KIPP SoCal to help the organization further its mission and achieve its vision
  - Develop the strength of the board through assessment, recruitment, self-assessment, and training;
3. Lead & Govern
  - Be an informed and engaged stakeholder, which includes reliable attendance at Board of Directors meetings and committee meetings;
  - Understand and comply with the regulatory and legal requirements required of a director of a public agency;
  - Ensure that KIPP SoCal complies with state and federal regulations and upholds the mission of the charter;
  - Approve operational policies that support the mission and goals of KIPP SoCal;
  - Review, advise, support, and hold accountable the Chief Executive Officer of KIPP SoCal Schools;
4. Oversee administration
  - Approve the budget and all financial commitments over \$100,000 or any incurrence of debt;
  - Provide fiscal oversight and develop and monitor the organization's programs and services;

**Work hard. Be nice. Dream big.**

- Ensure that KIPP SoCal Schools and the Charter School is compliant with internal policies and procedures;
  - Comply with all meeting requirements and administrative functions as outlined in the charters and bylaws;
  - Review and understand KIPP SoCal Schools academic performance results as compared with stated goals and similar schools;
  - Review and approve resolutions, applications and compliance report submittals as necessary to operations;
5. Participate in fundraising
- Actively participate in fundraising to ensure that KIPP SoCal has adequate resources to achieve its goals.

### Board Professional Development

To prepare each new Board member to quickly become an asset to KIPP SoCal, there is an extensive orientation plan in place. The following are the expected outcomes of the orientation phase, which typically spans the first three months of a Board member's tenure:

- Build relationships with other Board members and KIPP SoCal senior leadership team members
- Learn the organization, culture, mission, strategic priorities, financial health, and results
- Learn the environment in which we operate including key stakeholders (authorizers, funders, KIPP Foundation)
- Ensure strong understanding of the operations of the Board
- Identify opportunities to leverage strengths and accelerate contribution to the organization (e.g. Committee membership, organizational opportunities)
- Mandatory Brown Act training on an ongoing basis, so that Board members can continue to make positive contributions to the organization the following is in place for continuing Board member education:
  - Annual mandatory Brown Act training
  - Ongoing investments in building Board member knowledge of both the organization as well as the environment in which it operates. Examples are attendance at KIPP SoCal events and school functions.
  - Responsibility for setting new Board members up for success and accelerating their contribution is shared between the KIPP SoCal Board (e.g. Board Chair and Governance Committee) and the KIPP SoCal senior leadership team (e.g. Chief Executive Officer and her direct reports).

**Work hard. Be nice. Dream big.**



## Governance Procedures and Operations

### Meetings of KIPP SoCal Public Schools Board of Directors

KIPP SoCal Public Schools Board of Directors holds public meetings in accordance with the Ralph M. Brown Act. Board members will support the mission of the school and serve on the Board voluntarily. In the conduct of meetings the KIPP SoCal Schools Board will:

- Publicly post an agenda at least 72 hours prior to all Board meetings in accordance with the Ralph M. Brown Act requirements. Agendas are posted on KIPP SoCal's website and are available on the website for each individual school. Additionally, the agenda is posted on the main entrance of each individual school and at KIPP SoCal Public Schools' offices;
- Hold all meetings within the geographic boundaries of each school district in which KIPP SoCal schools are located;
- Set aside time at each meeting for public comment on agenda and non-agenda items;
- Conduct all votes in public, unless a vote is permissibly cast in closed session;
- Upon request, provide to members of the public copies of any materials provided to the Board (unless specifically exempted by the Brown Act or Public Records Act.);
- Approved minutes from the previous Board meeting are posted on the KIPP SoCal Public Schools website.

The KIPP SoCal Public Schools Board of Directors will meet at least quarterly (four times per year or more). The annual meeting schedule is created in advance of the year in collaboration with the Governance Committee and KIPP SoCal Public Schools management. Meetings will be aligned to the needs of the organization including mandatory deadlines to meet applicable district, state, and federal requirements. The Board Secretary is responsible for recording governing board actions.

## Quorum and Voting

A majority of the total number of Directors then in office (but no fewer than two Directors or one-fifth of the then authorized number of Directors, whichever is greater) shall constitute a quorum for the transaction of business. Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws.

## Abstention Process

In the case of a Board Member who chooses to abstain from a vote, KIPP SoCal Public Schools adheres to “Robert’s Rules of Order” concerning abstentions. They are as follows:

- Abstentions are counted and noted as abstentions, not a “yes” or “no” vote;
- An abstention does not affect the outcome of the vote;
- All members have the right to abstain and cannot be compelled to vote.

## Telephone and Video Meetings

Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another.

Teleconferencing may be used for all purposes during any meeting if the following are met:

- At least a quorum of the legislative body must participate from locations within the geographic boundaries of each school district in which KIPP SoCal schools are located;
- Additional teleconference locations may be made available for the public;
- Each teleconference location must be specifically identified in the notice and agenda of the meeting, including a full address and room number, as may be applicable;
- A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all Directors shall be deemed to be present in person at such meeting as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meeting must also be noticed and conducted in compliance with Government Code Section 54953(b), including without limitation the following: (a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within in the geographic boundaries of each school district in which KIPP SoCal schools are located; (b) All votes taken during a teleconference meeting shall be by roll call; (c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting; (d) All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda; (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

## Stakeholder Involvement

We will build 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.

The School Forum is an opportunity for Board members to gain a deeper understanding of the life of our students through learning firsthand the experiences of a School Leader, teachers, students and families. It is also a great opportunity for our School Leaders, teachers, students, and families to get to know more about our Board members. Board members who participate in the School Forum change on an annual basis.

While the School Forum is a subset of board members, who visit at least three schools a year where they speak with leadership and engage with parents, All KIPP SoCal Public Schools Board members are asked to visit at least 1 school. The schools are selected on a rotating schedule and vary in location, type, and size. We will also dedicate a significant amount of time to parent education. Parent education covers several topics ranging from how to best help their children succeed academically, to informing parents of the programmatic and funding requirements our school complies with. Teachers will hold office hours to support and train parents. In addition, we will offer Back to School Night, Literacy Night, Math Night, Living the College Dream, Standardized testing Night, and College Readiness Night.

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

## Local Control

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

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 parent groups. With these groups, parents have the opportunity to be leaders in many of the Charter School's extracurricular activities (like the winter and spring concerts), voice their ideas, attend educational workshops, and learn more about what goes on in our school.

### Local Control and Accountability Plan

The Charter School will also engage all stakeholders to include parents, teachers, staff and administrations in its annual development and review of its Local Control and Accountability Plan (LCAP). Stakeholder engagement is typically organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school; however, we will host at least one official LCAP meeting annually.

The school will also have a parent leadership group that will meet once a month, in conjunction with other parent groups to provide the school with feedback and to organize volunteering efforts. This will include the option for parents to join KIPP SoCal Public Schools' region-wide parent groups such as the Family Ambassadors group already in existence.

Monthly opportunities for family engagement include, School Site Council, the English Learners Advisory Council and meetings with the School Leader.

## School Site Council and English Language Advisory Council

The school site council is a group of **teachers, parents, and** classified employees that work with the school leader to develop, review and evaluate Title I programs and budgets. The School Site Council's major responsibilities include:

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

The purpose of the ELAC is to provide recommendations to school leadership regarding programs and services for English Learner (EL) students. Recommendations should be based on student performance, parental involvement data, and other relevant data such as school attendance. These recommendations may be used by the School Site Council (SSC) in their Single Plans for Student Achievement Plans for the school in their Local Control Accountability Plans (LCAPs) to ensure that EL students are academically successful.

Lastly, monthly meetings with the School leader, alongside regular surveys of families and their students, are essential components of local control. The input from families directly impacts the development of the school's annual LCAP, including goals, actions, measures, and expenditures. The Principal also brings forward family concerns to the Board of Directors on a regular basis.

## Additional Assurances

KIPP San Diego is a duly constituted California Public Benefit Corporation, governed in accordance with applicable California Corporations Code sections, and wholly accountable to the San Diego Unified School District's Board of Education.

The Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student on the basis of race, ethnicity, sexual orientation, national origin, gender or disability.

KIPP San Diego and the Charter School comply with all applicable federal, state and local laws. They will retain their own legal counsel when necessary. They have purchased and maintained as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies.

The San Diego Board of Education and Unified School District shall be responsible for implementing the Charter Schools Act of 1992 and any other applicable laws in a good faith manner.

## Element 5: Employee Qualifications

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. California Education Code Section 47605(b)(5)(E).*

### Employee Positions & Qualifications

The Charter School's leadership team is led by a School Leader who reports to the Director of School Support who reports to the Managing Director of Academics. The Managing Director of Academics reports to the Chief Academic Officer. The School Leader is charged with running the Charter School and overseeing all aspects of the Charter School from academic achievement to operational compliance to family engagement.

The Charter School's leadership team includes the School Leader, Assistant School Leader and/or Dean, and School Business Operations Manager. Certificated staff includes lead teachers, instructional support coaches, and special education service providers. Non-certificated staff include elective (non-core) teachers, school program instructors, instructional aides, office staff, and operation aides. The Assistant School Leader/Dean and School Business Operations Manager report to the School Leader. The special education team includes the Lead Education Specialist, Resource Specialist Teacher, Special Education Assistant, Counselor, School Psychologist, Occupational Therapist, Speech and Language Pathologist. Counselor, School Psychologist, Occupational Therapist and Speech and Language Pathologist reports to a regional Program Manager. The Lead Education Specialist, Resource Specialist Teacher and Special Education Assistant report jointly to a regional Program Specialist and the School Leader. Program Specialists report directly to the Director of Special Education at the regional level. The Resources Specialist reports jointly to the Director of Special Education and the School Leader. Figure 5a, below, outlines all staff positions and minimum qualifications at the Charter School.

Figure 5a: KIPP SoCal Public Schools' Job Qualifications



<b>School Administration</b>
<b>Types: School Leader, Assistant School Leader, Dean</b>
<p>All positions have the same minimum education qualifications; we have grouped them together as they are the decision makers at the schools and part of the leadership team. Based on school need and staff strengths, the school leader may assign the duties outlined as they see fit.</p> <p><b>Minimum Qualifications for all Administration:</b></p> <ul style="list-style-type: none"> <li>▪ BA required; MA preferred.</li> <li>▪ Minimum of three years of successful, full-time, lead-teaching experience required</li> <li>▪ Minimum two years of administrative or leadership experience in a school setting required</li> <li>▪ Demonstrated success working with students from educationally underserved areas</li> <li>▪ Self-aware with a strong commitment to continuous learning</li> <li>▪ Strong written and oral communication skills</li> <li>▪ Unquestioned integrity and commitment to the mission and values of KIPP SoCal Schools</li> </ul>
<b>SCHOOL OPERATIONS</b>
<b>Types: Associate Director of Operations and HR, Operations Coordinator, Office Associate, Registrar and Operation Aides</b>
<p>Because all of the positions support operations, we have grouped them together. The Associate Director is the leader for operations at the school and manages all of the operation team members.</p> <p>Associate Director is critical to the successful and efficient operation of KIPP SoCal school sites. The operations team implements and maintains clear systems that allow the School Leader 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 Charter School is in compliance with all applicable local, district, state, and federal laws and regulations. They will work closely with the School Support Team in its efforts to provide the Charter School with operational and financial guidance and assistance. The School Business Operations Manager will report to the School Leaders.</p> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>· A bachelor's degree from an accredited college or university required</li> <li>· Master's degree preferred for School Business Operations Manager</li> </ul>

- High School Diploma for Operations Aide
- Minimum 2 years of experience; 4 years preferred
- Spanish language skills is a plus
- Prior school or nonprofit experience preferred
- Ability to work in a Windows and Macintosh environment
- Experience managing data
- The ability to work autonomously
- Demonstrated initiative, leadership, and tenacity
- Strong commitment and passion for KIPP SoCal's mission and values.

### Instructional Staff & Support

**Types: Instructional Coach, Grade/Department 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 research-based, effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.

#### **Grade Level/ Department Leader**

The Grade-Level Leader is a leadership position. The Grade-Level Leader will work in conjunction with the school's leadership team to invest a grade-level team of mission-driven educators in an instructional vision and execute the necessary components to meet this vision.

#### **Teacher**

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

#### **Qualifications and desired characteristics:**

- BA or BS required; and MA/ MS preferred;
- Successful full-time teaching experience serving a similar student

population;

- Excellent organizational, planning and implementation skills;
- Relentless results-orientation and strong sense of purpose;
- Ability to establish relationships & communicate effectively
- Reflective and able to execute in an efficient and effective manner
- Unquestioned integrity and commitment to the KIPP SoCal mission
- For teachers teaching core subjects and RSP, Possession of a valid internship, preliminary, or clear teaching credential required.

## Element 6: Health And Safety

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

### Overview

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

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

#### Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237, 44830.1, and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. KIPP SoCal's Director of Human Capital shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. Additionally, the Director of Human Capital shall monitor the fingerprinting and background clearance of the School Leaders. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

#### Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter

School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

## Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

## Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

## Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

## Diabetes

The Charter School will provide an information sheet regarding type-2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

## Suicide Prevention Policy

The Charter School has adopted a policy on student suicide prevention in accordance with Education Code Section 215.

## Blood Borne Pathogens

1. The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis-B virus ("HBV").
- 2.
3. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

## Custodian of Records

The Director of Human Capital and the Human Resources Generalist will serve as the custodian of records for the Charter School.

## Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

## Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. These policies and plan are maintained on the school site and are available for Authorizer review on an ongoing basis.

## Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

## Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

## Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment-based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, immigration status, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any of other basis protected by federal, state, local law, ordinance, or regulation or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. The Charter School has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

## Promoting Health and Wellness

The Charter School will ensure that the Charter School is a safe and healthy environment for teaching and learning. The Charter School will promote health and wellness of its students and meet the requirements of the Healthy, Hunger-Free Kids Act of 2010. The Charter School utilizes food services through the District. The Charter School provides a healthy breakfast, lunch and snack for its students. Revolution Foods exceeds the requirements of the Healthy, Hunger-Free Kids Act. Specifically foods and snacks offered include whole grains, low-fat dairy, fruits, vegetables and

proteins as their main ingredients. They are also lower in fat, sugar, and sodium and provide more of the nutrients our students need.

Finally, the Charter School provides a rigorous physical education program designed to help our students stay healthy and active. As described above, our students participate in physical education at least twice a week and as mandated by state law.



## Element 7: Racial and Ethnic Balance

*Governing Law: 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. California Education Code Section 47605(b)(5)(G).*

KIPP Adelante Preparatory Academy (the “Charter School”) strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students learn from others how to respect different viewpoints and find the commonalities in all people.

The Charter School seeks, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of SDUSD. Because of the school’s specific target student, however, the school’s racial and ethnic balance may vary somewhat from SDUSD as a whole in that it serves higher concentrations of traditionally underserved youth.

### Recruitment Strategy

The Charter School takes specific steps to ensure that students and families who are representative of the school’s respective communities will be recruited and feel welcome, which may include, but are not limited to, the following:

- Bringing diverse staff on recruiting visits, including relevant foreign language-speaking teachers
- Making flyers and notices available through at least 20 community partners, including, but not limited to, local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhoods
- Developing marketing materials in multiple languages
- Visiting and speaking at local community based organizations in targeted low-income neighborhoods, including local libraries, the YMCA, and the Boys and Girls Club
- Visiting and explaining to prospective students and their families the purpose of the Charter School

- Conducting parent information sessions to elaborate on the commitment involved with attending the Charter School
- Conducting at least ten, two-hour long canvassing events to reach interested families.
- Hosting an open-house event at a time that is widely available to working families (i.e., on the weekend or at 5pm or later on a weekday)
- Promoting the open-house for one full month leading up to the event
- Promoting the school at neighborhood festivals
- Making local school visits
- Tapping other KIPPsters and families for new student referrals for the duration of the interest period.
- Speaking on a monthly basis at local civic organizations, with a particular focus on local community populations
- Placing advertisements in local newspapers such as La Prensa and community association newsletters
- Speaking on local radio stations
- Inviting local television and print media reporters to report on the school
- Encouraging teacher referrals from other campuses.

All Charter School events and promotional materials are bi-lingual.

## Element 8: Admission Requirements

*Governing Law: Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H).*

KIPP Adelante Preparatory Academy (“the Charter School”) is dedicated to serving the students and families of San Diego. As such, it is a free public school that will serve all students who wish to attend, within the limits of its capacity and in alignment with the processes and procedures detailed below.

### Assurances

The Charter School makes the following assurances regarding admissions:

- The Charter School will enroll all pupils who wish to attend to the extent that space allows.
- The Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- The Charter School will comply with all laws establishing minimum and maximum age for public school attendance.
- The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics).
- The Charter School will ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

### Lottery Preferences & Procedures

The Charter School will implement the following admissions process, including an interest period, public random drawing (“lottery”) if necessary, and official enrollment process. The process and procedures, as well as timeline, will be made available to all families and community members on the Charter School’s website and in hard copy at the Charter School office. Additionally, this information will be distributed, as appropriate, during the recruitment efforts described above.

## Admission Preferences

Preference in the lottery will be given to the following categories of students:

- Siblings of students currently enrolled at the Charter School.
- Children of KIPP SoCal Public Schools regular employees (as long as that number does not exceed 10% of total enrollment)
- All students matriculating from a KIPP San Diego Charter School
- Students whose address of residence lies within the published boundaries of the District.

Students currently attending the Charter School are exempt from the lottery per Education Code Section 47605(d)(2)(B).

## Interest Period

All interest forms (applications to enroll) submitted during the interest period (open enrollment period) will be collected and recorded in the Charter School’s enrollment system, where a copy of all interest forms will be maintained. Interest forms seek minimal student information and parent contact information, and are made available both in paper form and online. The dates of the interest period will be made public on the Charter School’s website prior to the opening of the interest period. If the number of interest forms received exceeds the capacity of a grade level, a date will be set to hold a lottery to assure all applicants an equal chance of gaining admission in accordance with the preferences listed above. The date of the lottery is also made public on the Charter School’s website.

## Lottery Proceedings

The date and time of the lottery is established each year once it is determined that a lottery is required. The Charter School will seek a location either in or near the

location of the school facility and in a space large enough to ensure all interested parties may observe the lottery. Families who submit interest forms will receive information about the date, time, and location of the lottery from the Charter School in advance. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms will receive preference in the automated lottery system, per the preferences outlined above.

## Post-Lottery

All families who submitted an interest form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the Charter School within one week of the lottery via a letter sent to the address indicated on the interest form. The letter will indicate whether the child was admitted or waitlisted, and, if waitlisted, the number the child is on the waiting list. For students who were admitted to the Charter School, the letter will include steps the family must take and a timeline to return paperwork to enroll the child in the Charter School. The Charter School will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to state and county document retention requirements as applicable.

## Next Steps and Procedures:

### Waitlist Procedures

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system. After the lottery, the waiting list is never re-ordered. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be held in abeyance for a subsequent lottery, should the original waitlist be exhausted. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. The Charter School will determine the timeline for wait-listed students to accept admission annually. The waiting list expires annually the day before the lottery for the upcoming year. The above process will also be followed to fill vacant seats for all grades as seats become available each year due to student attrition at the discretion of the Co-School Leaders.

### Refinement of Policies

Notwithstanding the aforementioned, the Charter School may refine lottery policies and procedures during the charter term in accordance with a written policy adopted

by the governing board of the Charter School. A copy of the revised policy, designed to improve the Charter School's lottery efforts, shall be provided to the District within 45 calendar days of approval by the Charter School's governing Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. If refinement of policies and procedures arises to a level that a material revision is required, the Charter School will submit a request for a material revision.

## Element 9: Financial Audit

*Governing Law: The manner in which an annual, independent financial audit 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. California Education Code Section 47605(b)(5)(l).*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). This audit will be conducted in accordance with Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of the Charter School's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

KIPP SoCal Public Schools' Board Audit & Risk Committee will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. KIPP SoCal's Chief Financial Officer and Senior Controller will work with the auditor to complete the audit.

The annual audit will be completed and forwarded to the District, the County Office of Education's Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year by the contracted auditing firm. KIPP SoCal Public Schools Board Audit & Risk Committee will review any audit exceptions or deficiencies with the Chief Financial Officer and the Chief Executive Officer and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.





## Element 10: Pupil Suspension and Expulsion

*Governing Law: The procedures by which pupils can be suspended or expelled.  
California Education Code Section 47605(b)(5)(J).*

### Approach To Discipline

Safety, order, and student discipline are fundamental to learning at KIPP Adelante Preparatory Academy (“the Charter School”). While students need a challenging curriculum, dedicated teachers, and proper materials, they must also have a secure learning environment in which they feel safe. Toward this end, the Charter School utilizes a proactive and restorative approach to discipline rooted in the Commitment to Excellence, supporting students in examining the impact of their actions on self and others and repairing harm when done. Through this approach, the Charter School supports students in developing ownership of their actions while also leveraging supports for the student to adopt healthy behaviors moving forward. Inappropriate behavior is recognized by students, families, and staff as harmful to the interests of all and, therefore, not acceptable. A one week new student orientation acculturates students to the school’s values and expectations prior to the onset of the traditional academic year. The ultimate goal is to reduce the need for suspension and expulsion as a disciplinary action.

The Charter School recognizes that at times infractions may still result in suspension or expulsion, and has developed the suspension and expulsions procedures detailed below to govern those instances. These procedures are in alignment with Education Code and in no way should be construed as a “Zero Tolerance” policy on the part of the Charter School.

For more information on the proactive work the Charter School engages in to promote positive student behavior, including the use of Restorative Practices, please see **Element 1** of this charter.

### Suspension And Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools’ list of offenses and procedures to

establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, Executive Director, or designee's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of

a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property.
  - g. Stole or attempted to steal school property or private property.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i. Committed an obscene act or engaged in habitual profanity or vulgarity.

- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate

family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable student to experience substantial interference with his or her academic performance.
  4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, or image.
  2. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has

been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property.
  - g. Stole or attempted to steal school property or private property.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of his or her own prescription products by a pupil.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate



family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable student to experience substantial interference with his or her academic performance.
  4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, or image.
  2. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has

been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.
4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, Executive Director, or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, Executive Director, or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, Executive Director, or designee.

The conference may be omitted if the Principal, Executive Director, or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, Executive Director, or designee, the pupil and the pupil's guardian or representative will be invited to a

conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal, Executive Director, or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal, Executive Director, or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the public hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the

hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### I. Written Notice to Expel

The Principal, Executive Director, or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted



findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, Executive Director, or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

#### J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

#### K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

#### L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal, Executive Director, or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal, Executive Director, or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

#### O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision

to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an

expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal, Executive Director, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
  - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
  - c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
6. Interim Alternative Educational Setting  
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.
7. Procedures for Students Not Yet Eligible for Special Education Services  
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Element 11: Employee Retirement System

*Governing Law: 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. California Education Code Section 47605(b)(5)(K).*

All Charter School staff will participate in Social Security and will have the option to join a 401(k) plan. The Charter School will not participate in the State Teachers' Retirement System or the Public Employees' Retirement System. KIPP SoCal Public Schools' Director of Human Capital will be responsible for ensuring that appropriate and timely arrangements for coverage under Social Security and a 401(k) plan have been made.

### Certificated Staff Members

In addition to Social Security, part-time and full-time certificated teaching positions can participate in a 401(k) plan. KIPP SoCal Public Schools will provide a match to employee's 401(k) contributions over the following schedule:

1. Up to 2% of the employee's salary in the first fiscal year of employment;
2. Up to 3% of the employee's salary in the second fiscal year of employment;
3. Up to 4% of the employee's salary in the third fiscal year of employment;
4. Up to 6% of the employee's salary in the fourth fiscal year of employment and beyond.

### Non-Certificated Staff Members

In addition to Social Security, part-time and full-time non-certificated positions can participate in a 401(k) plan and receive matching contributions according to the schedule identified above.

## Element 12: Attendance Alternatives

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. California Education Code Section 47605(b)(5)(L).*

The Charter School is a school of choice. As such, no student shall be required to attend the Charter School.

The Charter School will inform parents and students of their public school attendance alternatives by publicizing the District's open enrollment period. The Charter School will support families interested in learning about their enrollment options by guiding them to nearby schools.

Parents and guardians of each student enrolled in the Charter School will be informed that enrollment in the Charter School provides no right to enrollment in any other school in the local educational agency, except to the extent that such a right is extended by the local educational agency. Parents/guardians of each student enrolled in the Charter School will be informed that enrollment in the Charter School provides no right to enrollment in any other school in the local educational agency, except to the extent that such a right is extended by the local educational agency.

## Element 13: Employee Return Rights

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at The Charter School. California Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by KIPP SoCal Public Schools, unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of KIPP SoCal Public Schools and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by KIPP SoCal Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.



## Element 14: Dispute Resolution Process

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. California Education Code Section 47605(b)(5)(N).*

### Disputes Between the Authorizer and the Charter School

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and School Leader of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

KIPP SoCal’s Registered In-House Counsel, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and School Leader, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Registered In-House Counsel, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the

dispute. The format of the mediation session shall be developed jointly by KIPP SoCal's Registered In-House Counsel, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

## Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## Element 15: School Closure Procedures

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. California Education Code Section 47605(b)(5)(O)*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons (likely the CEO) responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., 401K, and federal Social Security), and the California Department of Education of the closure and its effective date. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students, and the District with copies of all appropriate student records, and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

## Miscellaneous Charter Elements

### Administrative Services

*Governing Law:* The manner in which administrative services of the school are to be provided." California Education Code Section 47605(g).

KIPP Adelante Preparatory Academy (the "Charter School") will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

### Potential Civil Liability Effects

*Governing Law:* Potential civil liability effects, if any, upon the school and upon the District. California Education Code Section 47605(g)

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will

purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## Financial Plan

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. California Education Code Section 47605(g).*

Attached, as **Appendix 11 - Financial Documents**, please find the following documents:

- Five-year Budget, including Cash Flow and Assumptions
- Fiscal Policies and Procedures

These documents are based upon the best data available to the Charter School at this time

The Charter School shall provide reports to the Authorizer as follows, and shall provide additional fiscal reports as requested by the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the Authorizer, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will provide reporting to the Authorizer as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

## Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on requirements provided by the Authorizer. The Authorizer shall be named as an additional insured pursuant to an endorsement on all policies of the Charter School except workers' compensation. The Charter School will provide evidence of the above insurance coverage to the Authorizer.

Toward this end, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", in the current A.M. Best Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$5,000,000 per occurrence, and \$10,000,000 aggregate.
2. AUTOMOBILE LIABILITY insurance that shall include coverage for owned and non-owned autos, with combined single limits of \$2,000,000.00 per accident that covers bodily injury and property damage.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits. Worker's Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the Charter School's employees, and Employers' Liability with a minimum limit of \$1,000,000. The policy must be endorsed with a waiver of subrogation in favor of the District.

4. PROFESSIONAL LIABILITY/ERRORS AND OMISSIONS insurance shall cover the Charter School for those sources of liability arising out of the rendering or failure to render professional services. The insurance shall be subject to a maximum deductible not to exceed \$10,000 per claim. The minimum limits to be maintained by the Charter School are \$1,000,000 per claim, and \$2,000,000 annual aggregate. Coverage for sexual abuse and molestation shall be included to the full policy limits.
5. EMPLOYMENT PRACTICES LIABILITY insurance shall be maintained with minimum limits no less than \$1,000,000 per claim and \$2,000,000 annual aggregate, or equivalent.

## Facilities

*Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. California Education Code Section 47605(g)*

The Charter School will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities. The Charter School reserves the right to execute its right to request facilities under Proposition 39, but is willing to continue to negotiate alternate facility agreements with the District.

## Transportation

The Charter School will make arrangements for transportation of students, as required by law, including but not limited to students with disabilities in accordance with a student's IEP, which shall be handled solely by the Charter School in accordance with SELPA policy and the IDEIA as the Charter School operates as its own LEA and a member of a SELPA for purposes of special education.

## Charter Oversight

The MOU between the District and Charter School shall describe: 1) the District's oversight of the Charter School in accordance with Education Code Section 47604.32 in exchange for oversight fees in accordance with Education Code Section 47613; 2) the content, processes, timelines and evaluation criteria for annual review and site visits; and 3) the regular, ongoing fiscal and programmatic performance monitoring and reporting.



Pursuant to California law, the District shall provide oversight, including the following:

1. Identify at least one staff member as a contact person for the charter school.
2. Visit each charter school at least annually.
3. Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the local control and accountability plan and annual update to the local control and accountability plan required pursuant to Section 47606.5.
4. Monitor the fiscal condition of each charter school under its authority.
5. Provide timely notification to the department if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority:
  - a. A renewal of the charter is granted or denied.
  - b. The charter is revoked.
  - c. The charter school will cease operation for any reason.

## Audit And Inspection Of Records

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

## Charter Renewal

The content, timeline and evaluation process of the renewal submission shall be in accordance with Education Code Sections 47605 and 47607, and their implementing regulations.

## Conclusion

By approving the renewal of this charter for KIPP Adelante Preparatory Academy, SDUSD will be fulfilling the intent of The Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue

working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to work cooperatively with the District to answer any concerns concerning this renewal petition. The term of the charter renewal shall be July 1, 2018 through June 30, 2023.